

**THE USE OF WALL CHARTS TO IMPROVE STUDENTS' VOCABULARY MASTERY
AT GRADE IV STUDENTS OF SD N GAMBIRANOM
IN THE ACADEMIC YEAR OF 2015/2016**

A Thesis

Presented as Partial Fulfillment of Requirement for the Attainment of *Sarjana Pendidikan*
Degree in English Language Education



Sarah Mar'atul Azizah

11202241029

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2016

APPROVAL SHEET

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Sarah Mar'atul Azizah

11202241029

Approved on July, 11th 2016

by:

Supervisor,



Dr. Agus Widyanoro, M.Pd.

NIP. 19600308 198502 1 001

RATIFICATION SHEET




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A Thesis

Accepted by the board of examiners of the Faculty of the Languages and Arts of
Yogyakarta State University on July 2016 and declared to have fulfilled the
requirements for the attainment of Sarjana Pendidikan Degree in English
Language Education

Board of Examiners

Chairperson : Dr. Agus Widyantoro, M.Pd.
Secretary : Siti Sudartini, M.A.
First Examiner : Sukarno, M.Hum.

1. 
2. 
3. 

Yogyakarta, July 2016

Faculty of Languages and Arts

Yogyakarta State University



Dean,


Dr. Widyastuti Purbani, M.A.

NIP. 19610524 199001 2 001

STATEMENT

Yang bertandatangan di bawah ini, saya:

Nama : Sarah Mar'atul Azizah
NIM : 11202241029
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : *The Use of Wall Charts to Improve Students' Vocabulary Mastery at Grade IV Student of SD N Gambiranom in the Academic Year of 2015/2016*

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak mempunyai materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juli 2016

Penulis



Sarah Mar'atul Azizah

MOTTOS

So which of the favours of your Lord will you deny?

(QS. Ar Rahman: 57)

DEDICATIONS

I sincerely dedicate this thesis to:

My beloved mother, Siti Makrifah, and father, M. Ayub Pramana

(I could never be able to express how much I am grateful to both of you.

Thank you for your endless support, prayer, and unconditional love.)

ACKNOWLEDGEMENT

Alhamdulillah, all praise be to the Almighty Allah SWT, because of Allah's blessings and miracles, I finally could finish my thesis and my study at Yogyakarta State University.

I would like to express my gratitude to my supervisor and my academic advisor Dr. Agus Widyantoro, M.Pd., who encouraged and guided me during the process of writing my thesis and during my study at Yogyakarta State University.

I am deeply grateful to my beloved parents, Siti Makrifah and M. Ayub Pramana who always support me, pray for me, and take care of me all the time in my life. I would like to say thank you to my big family too, to my sisters, Zula, Aghna, Milla, aunts, uncles and cousins who also give me their prayer and support.

I would like to address my gratitude to the school principal of SD N Gambiranom, Salamun, S.Pd., who gave me the permission to conduct a research in the school and the English teacher, Ika Lusiana Ratnasari, S.Pd., who gave assistance, help, and advice during the research. I also thank all the students of class IV B for being cooperative in being the participants of this research.

A million of thanks also go to my beloved best friend, Wiwik Sri Lestari, who became my collaborator in this research. Thank you very much for lending me a helping hand and accompanying me during the research. I also would like to thank all my classmates of class PBI B, Intan, Laras, Apsari, and others, for the warm friendship and priceless memories.

Finally, I do hope that this thesis will be useful for all readers and for the English teaching and learning process. However, I realize that this writing is still far from perfection. Therefore, any future criticism, idea, and suggestions will be appreciated.

Yogyakarta, July 2016

Sarah Mar'atul Azizah

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11202241029**

ABSTRACT

This research aims to improve the students' vocabulary mastery at Grade IV B of SD N Gambiranom through the use of wall charts in the academic year of 2015/2016.

This research is classified as action research. It was conducted in two cycles, from February 18th, 2016 to March 17th, 2016 in which each cycle consisted of two meetings. The procedures of each cycle were planning, action and observation, and reflection. The subjects of the research were 30 students of class IV B of SD N Gambiranom. The data obtained during the research were in qualitative and quantitative forms. The qualitative data were acquired by interviewing the students and the collaborators, observing the teaching and learning process, and taking pictures of the teaching and learning process. Meanwhile, the quantitative data were collected from the results of students' pre-test score and post-test score.

The research showed that the use of wall charts was able to improve the students' vocabulary mastery. Based on the qualitative data, the students were able to memorize the vocabulary and the meaning faster than before the action with the helps of visual media in the wall charts. They were also able to pronounce the vocabulary properly and confidently. Besides, the students' attitude towards teaching and learning process also improved since wall charts also enhanced the students' interest in learning English. Based on the quantitative data, the students' mean score improved. In Pre-test 1 and 2, the students' mean score was 46 and 57, respectively. In Post-test 1, the score increased from 46 to 70.67. The mean score increased from 57 to 77.33 for the second Post-test.

Keywords: vocabulary mastery, wall charts

CHAPTER I

INTRODUCTION

A. Background of the study

There are four language skills in English. They are listening, reading, writing, and speaking. There are also grammar and vocabulary. Vocabulary is one of the important aspects of English that should be mastered in order to be able to use English well. It is an essential component of all aspects of language. If one did not master much vocabulary, it will be hard to understand English. Manurung (2003: 13) stated that the ability to speak, listen, read, and write English depends on the mastery of vocabulary and grammar. Based on this statement, it can be inferred that vocabulary is an important base to develop learner's English skills. Vocabulary is significant to understand language.

English is considered as a foreign language in Indonesia. It is not a second language because most of Indonesian people have local language as the first language and *Bahasa Indonesia* as the second language. The teaching of English in Indonesian school starts from kindergarten to university. Most English teachers in Indonesia are using the traditional method of drilling and grammar translation. The classroom activities only focused on the activities on the textbook. In addition, teachers rarely use interesting media in teaching English. Those are the reasons why many students did not find the English class interesting.

Based on the preliminary observation conducted in SD N Gambiranom, the ability of grade IV students in mastering the vocabulary was still low. It could

be seen that many students had difficulties in memorizing the English vocabulary. They also had hard time in understanding instructions which was given using English. They needed helps in understanding the meaning of the English words by translating the words into *Bahasa Indonesia*.

The fact that students' vocabulary mastery was still far from being satisfactory needed to be improved. The teaching and learning process of English should be improved and changed. There are other ways to learn vocabulary. Other fun ways to do so are by using other media than text. Haycraft (1997: 47) states that wall charts can be an effective way of the many ways to teach vocabulary. Wall charts help to attract students' attention and to show the vocabulary in visual images.

Wall charts were chosen as the media to improve students' vocabulary mastery since students need more time to be frequently encountering the words. As stated by Duminy (1992: 17), wall charts are not designed for decoration only, but primarily to assist the study of one or other topic. Wall charts need to be clearly visible for all students. It will help students to encounter the words everyday whenever they are in the classroom. By doing so, the students will memorize the vocabulary unconsciously.

Wall charts facilitated the teacher to give lessons with interesting visual aids without many efforts. Wall chart is an effective tool to teach vocabulary because it can be used in any school with or without complete facilities. It is simple to make because it does not cost a lot of money and does not need a lot of tools. Thus, wall chart was expected to be able to solve the problems of students'

vocabulary mastery because it could attract students' attention, it helped to expose the vocabulary to students, and it was simple to make.

B. Identification of the Problems

Based on the observation conducted by the researcher in the teaching and learning process of English at grade IV of SD N Gambiranom and the interview with the English teacher, there were some problems found during the process of vocabulary teaching and learning. Those problems were particularly related to the students themselves, the teacher, and the use of teaching media. Those problems were as the followings:

1. Students' motivation in learning and memorizing vocabulary was low. Students' already had a thought that English was a difficult subject. Thus, they felt not interested and disliked the English learning process. Furthermore, students' low motivation caused students to have hard time in memorizing the vocabulary.
2. Students could not fulfill the requirements needed for vocabulary mastery. In vocabulary mastery, there were some aspects which must be considered, such as memorization, understanding the meaning, pronunciation, and the use of vocabulary. However, students' mastery of those aspects was very limited.
3. The teacher applied an old way of teaching which made the students bored. The learning activity focused more on doing Indonesian↔English translation method of a set of vocabulary.

4. The teacher depended too much on LKS and textbook as the main source of learning which caused the teaching and learning process to be monotonous. The teacher did not supply the students with various type of interesting activities.
5. The very limited use of teaching media caused the lesson seemed less attractive that it could not draw students' attention. The teaching facilities in the classroom were limited. There was no projector in the classroom.

C. Limitation of the Problems

From what has been explained previously in the background of the study and the identification of the problems, the researcher found that covering all the problems which have been stated before would need a lot of time and a long work. It would not be feasible to do in one research for the researcher. Therefore, after discussing the problems with the English teacher, the researcher limited the problem by conducting the research focusing on improving students' vocabulary mastery at grade IV of SDN Gambiranom by using wall charts.

D. Formulation of the Problem

Based on the explanation of the English teaching and learning problems that has been stated earlier in the identification of the problem and the limitation of the problem, the problem in this research is formulated as follows:

How can the students' vocabulary mastery on grade IV students of SD N Gambiranom be improved by using wall charts as a media?

E. Objective of the research

The objective of this research, based on the formulation of the problem is to improve students' vocabulary mastery by using wall charts as a media at grade IV of SD N Gambiranom, Depok, Sleman, Yogyakarta in the academic year of 2015/2016.

F. Significance of the research

This research is expected to give contributions to:

1. The English teachers in SDN Gambiranom; hopefully, the findings of this research can be used as a reference to improve the quality of the English teaching and learning process especially in the students' vocabulary mastery.
2. The students of SDN Gambiranom; it is expected that this research will be able to draw the students' interests towards English and to improve their vocabulary mastery and furthermore, their English language skill.
3. English education students of Yogyakarta State University; the findings of this research hopefully become a source of materials which can be used as both as a reference while writing their thesis related to the topic of vocabulary mastery and the use of wall charts and a resource to get information dealing with the English teaching and learning process.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents the review of the related theories that is divided into three parts of discussion. The first part explains the theoretical concept of the research; the second part is about the framework of the research; and the last one is the hypothesis of the research.

A. Theoretical Review

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is all the words which exist in a particular language. Vocabulary functions as a cornerstone without which any language could not exist. The word “vocabulary” generally represents a summary of words or their combinations in a particular language.

According to Richard (2001: 40) vocabulary is one of the obvious components of language. He adds that vocabulary is the core component in language proficiency and provides much of the basis for how learners speak, listen, read, and write. It is the basic skill to know about the other skill of language.

According to Ur (1996: 60) vocabulary can be defined as the words teacher teaches in the foreign language. The term ‘words’ here means that the new item of vocabulary maybe more than a single word, for example, father-in-law, police office, which are made up of two or more words but express a single definition or idea.

Based on the theories above, it can be concluded that vocabulary is all words used in a particular language. Language is consisted of words to make it meaningful. Vocabulary mastery is really important since it could be defined as the parameter of how people master the language.

Vocabulary mastery is very significant for the students, especially in mastering a foreign language. This research took grade IV students of SD N Gambiranom as the subject and the English vocabulary mastery as the topic of the research. Vocabulary in this research is limited into set of English words that should be taught in terms of public places and occupations.

b. Kinds of Vocabulary

There are many kinds of vocabulary according to some experts. Melka (1997: 84) stated that there are two kinds of vocabulary. They are active or productive vocabulary and passive or receptive vocabulary. Active or productive vocabulary is the words that are used in writing or speaking. They are words that are well-known, familiar and, used frequently. Passive or receptive vocabulary is the words we can understand or recognize. It is the set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.

According to Harris (1969:48), receptive vocabulary is the word which is used in reading and writing skill. Then, Scrivener (1994:74) states that productive vocabulary is new words learned by students which

have obvious immediate practical uses, they quickly become part of the learners' everyday English. Sometimes, productive vocabulary is called active vocabulary (Nasr, 1972: 75).

Harris (1969:48) argues that productive vocabulary is the words that the students should use in their speech and writing. Teachers can help this by giving the learners opportunities to practice using new vocabulary items in spoken communication. However, as students learn more and more words, they will find that many items seem less immediately useful and are perhaps only occasionally met within the context of reading or listening material.

In relation to kinds of vocabulary, Nation (2008: 13-14) states that there are four kinds of vocabulary in a text, as follows:

1) High frequency words:

These are almost 80% of the words in the text.

2) Academic words:

These words make up about 9% of the running words in the text.

3) Technical words:

These words make up about 5% of the running words in text.

4) Low frequency words:

These are the words of moderate frequency that did not manage to get into high frequency list. These words make up about 5% of the words in an academic text.

Therefore it can be concluded that vocabulary can be presented in four units. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

c. Roles of Vocabulary

As Wilkins in Thornbury (2002:13) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. From this statement, it can be said that vocabulary is the most important part in learning English. Vocabulary should be learned previously before learning grammar which is the key of English. Vocabulary is the basic knowledge of English.

Thornbury (2002: 14) states that vocabulary means a large of collection of items. Further, he adds that learning vocabulary is important because it enriches someone's knowledge of words. Furthermore, Cameron (2001: 72) believes that building a useful vocabulary is central to the learning of foreign language at primary level.

Bromley (2004: 3-4) believes that vocabulary holds some important roles in teaching learning process as follows:

1) Promoting fluency

Students who recognize and understand many words read more quickly and easily compared to those with smaller vocabularies.

2) Boosting comprehension

Vocabulary knowledge strongly influences comprehension. It is found that words meaning make up 74% of comprehension.

3) Improving achievement

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabulary.

4) Enhancing thinking and communication

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive, and interesting.

Realizing that the knowledge of vocabulary is very important, teachers must pay greater attention in vocabulary teaching. Teachers can teach vocabulary early in the school to give the students opportunities to build word skills.

d. Vocabulary Mastery

Vocabulary is needed by people to understand the meaning of words and it helps them to express precisely (Burton, 1982: 98). The students need to learn vocabulary since they will learn speaking or writing.

Vocabulary mastery must be learned since early ages because it is the foundation of learning English.

According to Read (2000: 16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary, automatically they have to know the meaning of words themselves and can use it in sentences.

There are some factors should be achieved by learners to master vocabulary. Ur (1995: 60) explained some factors needed to be taught in mastering vocabulary. The factors come from the (1) forms; pronunciation and spelling, (2) grammar, (3) collocation, (4) aspects of meaning; denotation, connotation, appropriateness, (5) aspects of meaning; meaning and relationship and (6) words formation.

Mastering a word means mastering the aspects of word knowledge. Thornbury (2002) summarizes that word knowledge includes the meanings, the spoken form, the written form, the grammatical behavior, the word derivation collocations of words, the register of the word- spoken and written, the connotation or associations of the word, and word frequency.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of English vocabulary mastery should begin from the early stages. Moreover, vocabulary mastery is not merely

remembering the words. Remembering them is not enough. Students have to know the meaning. Knowing words means knowing its denotative meaning and some aspects surround them.

e. Learning Vocabulary

Vocabulary mastery is an important thing in order to master four major skills in English. Vocabulary is the basic knowledge to be able to master English. Wilkins in Thornbury (2002: 13) “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

Learning vocabulary does not only occur in one time of learning. In vocabulary learning, until one certainly knows a word it requires meeting it more than one time and one circumstance. Lightbown and Spada (2006: 100) say that learners usually need to encounter a word many times in order to learn it well enough to recognize it in new context or produce it in their own speaking and writing.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary. Thornbury (2002: 2) adds that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. In addition, it will enable them to remember word over time and be able to recall them readily. Hedgcock and Ferris (2009: 285) add that learning a word involves process layers of meaning, a set of syntactic rules and constraints (that is, the word’s grammar), as well

as the socially constructed patterns governing how, where and when to use the word appropriately.

In order to attend effective learning of vocabulary, other thing need to consider are what kinds of vocabulary and how much vocabulary needs to be learnt, especially which is suitable for the students. High frequency words are dominantly fit for the beginner of English learner. This view is supported by Nation (2008: 7) who said that the most group of words is the high frequency words of the language. Therefore, the high frequency words are worth to be learned to enrich vocabulary mastery.

f. Teaching Vocabulary

Teaching of vocabulary should not interrupt the whole lesson. Nunan (2003:135), states that one of the difficulties in planning the vocabulary components of a course is making sure that it does not overwhelm other essential parts of the course.

Harmer (1991: 62) explains that teaching vocabulary is not only teaching new meaning of words but also teaching how to spell and how to pronounce the words. Elliot et.al. (1996: 384) supports that vocabulary refers to the meaning of words and pronunciation. According to Cameron (2001: 75), a person is said to know a word if they can recognize its meaning when they see it.

There are some principles proposed by Brown (2001:377) in teaching vocabulary. He mentions some guidelines for the communicative treatment of vocabulary instruction:

1) Allocate specific class time to vocabulary learning.

In hustle and bustle of our interactive classrooms, sometimes we get so caught up in lively group work and meaningful communication that we don't pause to devote some attention to words. Therefore allocating specific part for vocabulary learning is highly recommended.

2) Help students to learn vocabulary in context.

The best internalization of vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse.

3) Play down the role of bilingual dictionaries.

A corollary to above is to help students to resist the temptation to overuse their bilingual dictionaries.

4) Encourage students to develop strategies for determining the meaning of words.

Students can make in their own learning process of determining meaning of words [chapter 14]. A number of "clues" are available to learners to develop "word attack" strategies.

5) Engage in "unplanned" vocabulary teaching.

Most of the attention given to vocabulary learning will be unplanned: those moments when a student asks about a word or when a word has appeared that you feel deserves some attention.

From the explanation above, the teaching of vocabulary should

be both conducted in planned (allocating specific class time) and unplanned (the moment when a student asks about a word) learning. Furthermore, presenting the word in context will be more useful to help them internalize it.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

g. Technique in Vocabulary Teaching

Brewster et al. (2003:87) elaborates some techniques including; using objects or things, using drawings; using illustrations, pictures, photos, flashcards; using actions, mime expressions and gestures; pointing, touching, tasting, feeling and smelling whatever possible; using technology.

There are numerous techniques concerned with vocabulary presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If teachers want students to remember new vocabulary, it needs to be learnt in context, practiced, and then revised to prevent students from forgetting. Teachers must make sure students have understood the new words, which will be remembered better if introduced in a "memorable way" (Hubbard et. Al.

1983:50). Bearing all this in mind, teachers have to remember to employ a variety of techniques for new vocabulary presentation and revision.

Gairns and Redman (1986: 73) suggest the following types of vocabulary presentation techniques:

1) Visual techniques.

These pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids. Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns. They are also helpful in conveying meanings of verbs and adjectives. They help students associate presented material in a meaningful way and incorporate it into their system of language values.

2) Verbal explanation.

This pertains to the use of illustrative situations, synonymy, opposites, scales, definition, and categories.

3) Use of dictionaries.

Using a dictionary is another technique of finding out meanings of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri, and the like.

Caody (1997:102) explains there are some ways to teach new vocabulary, which are more interesting, more effective, and more memorable ways and helping to fix in students' minds, they are:

1. Demonstrate

The demonstration both helps to make meaning clearer, and helps to fix the word in the students' mind. If every word is 'explained' in the same way, either by translation to verbal explanation, they merge into the sea of language in which it is difficult to distinguish individual items.

2. Use the real thing

Teacher becomes so pre-occupied with teaching that sometimes they explain or even draw on the whiteboard.

3. Draw or Sketch

Teachers do not need to be artists to make simple sketches which illustrate meaning, particularly if they bear in mind the advice given above about teaching contrast rather than meaning itself.

4. Antonyms

It is worth mentioning that the explanations given are not exact definitions of the words, the level of explanation must be suitable to the students' level of English at the time, so that dictionary like accuracy can often be counterproductive.

5. Synonyms

Sometimes it is helpful particularly with a relatively unimportant word of passive vocabulary to provide a quick synonym of explanation.

6. The dictionary

The process of learning a new word also provides practice in important learning skills, dictionary using and for those using a good monolingual dictionary, ensure that they do have other examples for words used in context, a note on its stress etc.

Haycraft (1997: 47) describes that there are many ways of presenting new vocabulary, they are:

1) In context

The meaning of word can be deduced when the other words in the sentences are already known.

2) Create a context

Teaching the meaning of abstract words is by creating a context or situation from which the students can deduce the meaning.

3) Description or definition

Teacher can also describe and define objects.

4) Outside the classroom

Teacher can take the class out and introduce words for things seen on the street or in a window shop for example.

5) Objects

Teacher can use the real object or realia to teach vocabulary.

6) Drawing

Drawing can be more useful and effective than describing to teach the vocabulary.

7) Mime

This technique is useful for teaching action words such as eating, drinking, singing, jumping, etc.

8) Opposites

A word can often be defined if students know its opposite.

9) Synonyms

A word can also be defined using its synonym.

10) Translation

If the students find it hard to define the vocabulary meaning through its context, the teacher can translate the vocabulary into the student's first language.

11) Picture/flash cards

Pictures can be easily found for special vocabulary such as kitchen, clothes, car, and so on. The picture can also be pasted on to a piece of cardboard to make flash card.

12) Wall charts

This technique is valuable since they present vocabulary in a visual context, as long as they are clearly visible.

13) Word Games

They are useful for practicing and reviewing vocabulary after it has been introduced.

As stated above, the using of wall chart can be one of the many ways of presenting new vocabulary. Wall charts is one effective way to teach vocabulary to young learners. It can fit the young learners' liking by presenting the vocabulary in a visual context and putting them in a clearly visible place.

h. Vocabulary Teaching in Elementary School

Teaching English to elementary school students are categorized as teaching English to young learners. According to Linse (2005: 123) teaching vocabulary words before a new activity will be beneficial to students in two ways. Based on the National Institute of Child Health and Human Development (2000 cited Linse 2005: 123), firstly, teaching vocabulary before an activity makes the students able to comprehend the activity better. Secondly, teaching vocabulary words in advance makes it more likely that students will actually acquire the target vocabulary words.

Teaching English to young learners should meet some special condition to be noted by the teacher. The teacher should know very well how to teach English to children. Scot et.al. (1990: 5-6) stated some points that should be done by the teacher in teaching English to children in this following explanation:

1) Words are not enough

The teacher cannot only rely on the spoken word. Activities for the children should include movement as well as sense and form of visualization.

2) Play with the language

The teacher can teach through fun activities by making up rhymes, sing song, tell story, etc.

3) Variety in classroom

Concentration and attention spans are short, variety is must – variety of activity, variety of pace, variety of organization, variety of voice.

4) Routines

Children benefit from knowing the rules and being familiar with the situation.

For the English teaching in SD N Gambiranom, the School Based Curriculum (KTSP) is used. Based on this curriculum, the outcome from teaching-learning English are expected to be able to do communication to the global world using English. As has been stated at by The Ministry of Education and Culture at Standard of Content of School-based Curriculum (2013), foreign language particularly English is an international language which has very important role for global communication.

School-based Curriculum has already outlined English teaching and learning into some skills, listening, speaking, (spoken) and reading,

writing (written). It is proven by the English subject syllabus document, the guidelines provided by the government, which divide the competences should be achieved under those skills' assessment.

In conclusion, the vocabulary teaching in School-based Curriculum is based on what skills that are planned to be taught. In this research, the focus of teaching vocabulary was through the listening and reading skill. To ease the teaching learning process, the effective media (wall chart) was used in this research.

2. Wall Charts

a. Definition of Wall Charts

Haycraft (1978: 106) states that wall chart is a large picture used for introducing new vocabulary placed next to the blackboard or on the board itself. Wall chart is also for practicing structure, drilling, elaborates dialogue (in social situation) and discussing. While Bowen (1994: 13) states that wall chart is large card displaying diagram or picture.

Doff (1988: 87) explains that wall chart is large sheet of paper or card with writing, picture or diagrams which the teacher can either hold up for the class to see or display on the wall or blackboard used for more extended presentation or practice. Another definition is stated by Duminy (1992: 17) that wall charts are collections of pictures, diagram or graphs, on large sheets of strong paper. The wall charts used by students have great possibilities and normally contain a variety of factual information.

In brief, wall chart is large sheet of paper containing writing, pictures, or diagram which gives information. Wall chart can be useful to present new vocabulary in the form that suitable to the student's interest.

b. Characteristic of Wall Charts

Wall chart is one of good media to facilitate the teaching and learning vocabulary process. According to Bowen (1994: 13), there are some factors to select a good wall chart, as follows:

1) Appeal

The picture should capture the interest and imagination of students.

2) Relevance

The picture should be appropriate for the purpose of the lesson. It must contribute directly to the aim of lesson.

3) Recognition

The significant features of picture should meet the students' prior knowledge and cultural understanding.

4) Size

The wall charts must be large enough to be seen clearly by all students in the classroom. For pair and group work, the picture can be smaller.

5) Clarity

The relevant details must be clearly seen. The picture must have the strong outline and contrast in tone and color to avoid ambiguity.

c. Functions of Wall Charts

Wall charts can be really helpful both for the teacher and the students in learning vocabulary. According to McCarthy (1989: 4) there are some advantages of wall chart, as follows:

- 1) Easy and inexpensive to make update
- 2) Helping the speaker proceed through the material
- 3) Good for interaction with audience
- 4) Conveying information

In addition, Wingenbach (2010 cited Maharani 20) also adds some advantage of wall chart, as follows:

- 1) Quick way for the audience to visualize what you are saying— numbers, trends, up or down.
- 2) Forceful – emphasizes main point
- 3) Convincing – proves a point
- 4) Compact way to convey information
- 5) More interesting than just talk or point

B. Relevant Studies

There are several studies related to wall charts media to improve students' vocabulary mastery. One of the researchers who conducted the research about wall charts media in learning vocabulary is Maharani (2012). The research investigated the implementation of wall charts media in teaching vocabulary through action research. The subjects of her research were elementary school students. The study was conducted because she found out the vocabulary mastery

was far from being satisfactory. The students' motivation in learning vocabulary was also still low. Based on the research, it is found that using wall charts media could improve students' vocabulary mastery and students' motivation.

The other relevant research study about the implementation of project-based learning is a study conducted by Sri Wahyuni (2014). The researcher conducted the research for the vocational high school students to find out whether wall charts can improve vocabulary mastery by proposing wall charts as one of an alternative fun media. It was found that there is improvement of the students' vocabulary mastery. Further, it is stated that wall charts media can stimulate the students' thought in understanding the vocabulary.

Therefore, based on the successful implementation of wall charts media to enhance the students' vocabulary mastery in the previous relevant study, the researcher decided to investigate the implementation of wall charts media in learning vocabulary at grade IV of SD N Gambiranom, in which the students were taught about vocabulary using wall charts media.

C. Conceptual Framework

Vocabulary is the key to master English. It is known that vocabulary mastery supports the mastery of the four skills which are listening, speaking, reading and writing. Vocabulary mastery also influences the students' learning process and their achievement. The greater the students' vocabulary is, the greater the amount of the students' learning will be.

Teaching vocabulary is not only giving and explaining new words or vocabulary out of context, but also implementing the vocabularies in many

various contexts. The students should understand the meaning of the words before they can use the word appropriately in the different kinds of situations. One must encounter a word many times so that they can recognize it in a new context and use it in their own speaking or writing.

Students' low vocabulary mastery is affected by many factors. The problems is that most students have difficulties in learning new vocabulary. They are lacking of willingness and motivation to learn or memorize vocabulary. They don't have enthusiasm to learn vocabulary because they think that memorizing or learning vocabulary is a boring thing to do. The teaching media is also one of the factors. Mostly, teachers teach with a traditional text based method without using any interesting media.

One of the media that can be used to improve students' vocabulary mastery is Wall Charts. Wall chart is made from a big paper and various pictures as the visualization. It can be useful to present new vocabulary in the form that is suitable to the elementary student's interest. It can be used to meet the condition that one must encounter a word many times. The wall charts will be placed in a position where it will be visible to students. Students will easily look at the vocabulary and unconsciously remember the words. Wall charts will help students to memorize the English words as well as the meaning and the visual.

To conclude, vocabulary is an important aspect for young learner to learn. Vocabulary is the basic on learning English. One of the media to attract students' attention in learning vocabulary is by using wall charts. The use of wall charts has many benefits. It helps students to get used to the vocabulary faster by giving

more exposure to the words. Wall charts is suitable for the school with simple facilities because it is simple yet interesting for the students and easy to make for the teacher.

CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the theories which are relevant to the research have been reviewed. This chapter is aimed to discuss about how the research was conducted. This chapter consists of the type of the research, the setting of the research, the subjects of the research, the instruments of the research, the data and technique of collecting data, the techniques of data analysis, the validity and reliability, and the procedure of the research. Each of them is reviewed as follows.

A. Type of the Research

This research study belongs to the field of action research. Action research is regarded as a research which aims at identifying problematic situation and finding a deliberate way of solution to bring about changes and better improvements for the problems (Burns, 2010: 2). It means that before implementing the action research, the researcher needs to find any problems real found in the classroom and bring some changes after conducting the research. The objective of this classroom action research was to find a way of improving the vocabulary mastery of the class IV B students of SDN Gambiranom.

According to Burns (2010:5), Action Research (AR) is also a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. This action research was conducted collaboratively with the school headmaster, the school management, the classroom teacher, the English teacher, and the students of IV B. It was

performed by the researcher herself with the help of the collaborators. There were two collaborators who cooperated with the researcher in implementing the actions of the research. The first collaborator was the researcher's colleague who helped in observing the implementation of the action in the classroom and the second collaborator was the English teacher of the class who helped in interpreting the data. This research involved two cycles in the implementation.

B. Research Setting

1. Place

The research was conducted at class IV B of SDN Gambiranom. This school is located in Manukan, Condongcatur, Depok, Sleman, D.I. Yogyakarta. The school has six grades, in which each grade consists of two parallel classes. Therefore, the school has 12 classrooms. For grade IV, there are 2 parallel classes IV A and IV B. Each class accommodates 30 students.

2. Time

This research was carried in the second semester of the academic year of 2015/2016. The research was conducted by considering the school calendar, the English teacher's schedule and the syllabus of English lesson which was taught in class IV B of SDN Gambiranom. Based on the schedule, the English class was taught once a week, in which there were two hours for each meeting. It has 35 minutes in each meeting for an hour lesson. The schedule of the implementation can be seen in the following table.

Table 1: **The Research Schedule**

No.	Day/Date	Time	Material
1	Thursday, February 18 th 2016	07.00-08.10	Occupations and Jobs
2	Thursday, February 25 th 2016	07.00-08.10	Occupations and Jobs
3	Thursday, March 10 th 2016	07.00-08.10	Public Places
4	Thursday, March 17 th 2016	07.00-08.10	Public Places

3. Participants

The main subjects of this research were the students of class IV B of SDN Gambiranom in the academic year of 2015/2016. There are 30 students in the classroom, consisting of 18 male students and 12 female students.

C. Data Collection

1. Types of The Data

The data obtained from the research are classified into two. They are qualitative and quantitative data. The qualitative data were in the forms of the transcripts of the interview, observation checklists, field notes and the photographs. Such kinds of data were collected through class observation and interview. Furthermore, the quantitative data were obtained from the vocabulary tests given to students during the research. The vocabulary tests were in the forms of the pre-test conducted before the implementation of wall chart in the learning and the post-test after the implementation of wall chart in the learning.

2. Data Collection Techniques

As it is stated before, the qualitative data in this research were obtained through observations and interviews and the quantitative data were obtained through tests.

a. Classroom Observation

The classroom observation was conducted before the implementation of the research to get information about the students' and teacher's behavior during the teaching and learning process of English in the classroom. Moreover, the first collaborator also conducted classroom observations during the implementation of the research when the researcher replaced the English teacher's to teach in the classroom. The first collaborator observed and monitored the students' behavior during the research.

b. Interview

The interview was first conducted with the English teacher to find out about the problems occurred during the English teaching and learning process in the classroom. Furthermore, the students' were also interviewed to know what the students' felt and their opinion about the implementation of the research. The interview was also conducted to find out the collaborator's opinion and the obstacles found during the research. Other than that, it was done to look after the students' progress and to look for solution and suggestion for the next action.

c. Taking Photograph

During the implementation of the research, the researcher and the collaborator were taking pictures of the students' activities as well as the actions happened in the teaching and learning process. The photographs can be supporting data to this research.

d. Tests

The pre-test was conducted before the research to get information about the students' level and score of vocabulary mastery. It could also tell about the students' problems in learning the vocabulary. After the research is implemented, there was the post-test. It was conducted to find out if the implementation of the research brought progress to students' vocabulary learning by comparing the score of the pre-test and post-test.

3. The Instruments of The Data Collection

In this research, there were several instruments used in documenting the teaching and learning process. They were:

a. Interview Guidelines

Interview guidelines were made to help the researcher to do the interview in a sequenced order. It helped the researcher to prepare the important questions and to avoid unnecessary points. In addition, it helped the researcher to explore the collaborator's and students' view point towards the action.

b. Observation Checklists

Observation checklists were used to remind the researcher to stick to the plan. It was needed to make sure that the research went well as what has been planned before. Moreover, the checklists were used to monitor the students' behavior and the overall classroom condition in every meeting. It was required because the data in every meeting needed to be compared. The observation checklists were used to decide whether there

were any improvements or not and whether the improvements were significant or not.

c. Vocabulary Tests

These vocabulary tests consisted of a pre-test and a post-test. The pre-test was given to the students before the implementation of the action, while the post-test was given after the implementation of the action. The tests were both in the form of multiple choices. The tests were used to measure students' achievement and progress in their vocabulary mastery.

4. The Techniques of The Data Analysis

The data analysis technique used to analyze the qualitative and quantitative data in this research is adapted from Burns (2010 : 104-105). The steps of the data analysis technique are:

a. Assembling the data

The researcher collected all the data as well as any ongoing reflection and then looked for broad patterns, ideas, or trends that seemed to answer the research questions.

b. Coding the data

Based on the broad picture developed, the data were refined into more specific patterns or categories. The researcher should identify which of the data were quantitative and qualitative.

c. Comparing the data

After completing coding the data, the categories were compared to see whether they say the same thing or not. The data could be displayed in the form of tables, charts, or sets of quote.

d. Building meanings and interpretations

The next step was making interpretations of the data to get the meanings of the research. The researcher was not only considering the step by step descriptions but also looking for more big picture concepts and develop explanations about what the research means at the broadest level.

e. Reporting the outcomes

The last step of the analysis was considering how the result of the research would be organized in the presentation. The research could be considered as a whole story from the beginning to the end of the research and not just the analysis and findings.

D. Validity and Reliability

Validity is important in determining the research's quality and acceptability. According to Burns (1999:161), there are five types of validity which can be used to ensure the data validity of action research. The five validity criteria are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity (Burns 1999:161).

1. Democratic validity

The research can be said as valid if the research includes the participants to give their opinions, ideas and comments about the implication of the research. It can be fulfilled by having interviews and observations with the collaborators as well as the participants. The discussion will be done during the research. The democratic validity in this research was gained from the interviews with the collaborators and the students of IV B.

2. Outcome Validity

Outcome validity is related to the results of the actions research. The research could have outcome validity when it was successful. If there were significant improvements during the actions implemented from the beginning to the end which matched the intended purposes of the research, it can be said that the research is successful. The outcome validity in this research deals with the improvements of the vocabulary mastery of the students by using Wall Charts.

3. Process validity

The process validity is related to process of conducting the research. The actions done in the research should be believable. To gain the process validity, the researcher will collect the data by doing classroom observations, students and teacher interviews, and field notes. In addition, there were some evidences to support the data such as photographs and notes.

4. Catalytic validity

Catalytic validity concerns with how the research leads the participants to better understanding and takes further actions or changes. The research allows all the participants to deepen their understanding of the social realities of the context. This validity was accomplished as there were some positive changes after the implementation of the actions.

5. Dialogic validity

The dialogic validity is related to the process of peer reviews in the action research. The researcher can fulfill the dialogic validity by discussing the research findings with the collaborator. Any useful suggestion to improve the quality of the actions of the research should be considered.

The five criteria above were used in this research. Besides that, the researcher used Pearson correlation to test the validity of the instrument in this research. The Pearson's product moment correlation showed if the correlation between each question items were significant. An instrument was said as valid if the r_{pearson} was bigger than the r_{table} ($r_{\text{pearson}} > r_{\text{table}}$). The invalid questions in the instrument will be eliminated by the researcher. The data obtained were analyzed using the SPSS 16 computer program. The following table is the table of critical values for Pearson correlation (the r_{table}). There were 30 participants in this research, so the r_{table} used is 0.361 from the 5% significant level.

Table 2: Table of Critical Value for Pearson Correlation

N	Significant level		N	Significant level	
	5%	1%		5%	1%
5	0,878	0,999	35	0,334	0,430
10	0,632	0,765	40	0,312	0,403
15	0,514	0,641	45	0,294	0,380
20	0,444	0,561	50	0,279	0,361
25	0,396	0,505	55	0,266	0,345
30	0,361	0,463	60	0,244	0,317

The pre-test was tested to the students to validate the questions items in the tests. The try out pre-test was conducted in the class 4A of SD N Gambiranom. The instrument was in the form of multiple choices with 26 item questions. The first set with 13 questions was about the occupation topic and the other set with 13 questions was for the public places vocabulary. The questions were to test students' knowledge about the vocabulary.

N is the total of students taking the test as the test subject. There were 30 students so the r_{table} used is 0.36. After the data was calculated with SPSS 16, the result was that some of the items were invalid. The items became invalid when the $r_{pearson}$ is less than the r_{table} which is 0.361. The invalid items from the first set were number 2, 8, and 13. In the second set, the invalid items were number 18, 21, and 24. Therefore, the invalid items from both sets were eliminated from the instrument. It can be seen from the following table.

Table 3: **The Validity Test Result of The Pre-Test 1**

Set 1		
Topic: Occupation		
Items	r_{pearson}	Status
Number 1	0.603 ^{**}	Valid
Number 2	0.118	Invalid
Number 3	0.729 ^{**}	Valid
Number 4	0.658 ^{**}	Valid
Number 5	0.790 ^{**}	Valid
Number 6	0.734 ^{**}	Valid
Number 7	0.683 ^{**}	Valid
Number 8	-0.31	Invalid
Number 9	0.695 ^{**}	Valid
Number 10	0.790 ^{**}	Valid
Number 11	0.603 ^{**}	Valid
Number 12	0.729 ^{**}	Valid
Number 13	0.152	Invalid

Table 4: **The Validity Test Result of The Pre-Test 2**

Set 2		
Topic: Publis places		
Items	r_{pearson}	Status
Number 14	0.708 ^{**}	Valid
Number 15	0.609 ^{**}	Valid
Number 16	0.730 ^{**}	Valid
Number 17	0.499 ^{**}	Valid
Number 18	0.338	Invalid
Number 19	0.708 ^{**}	Valid
Number 20	0.499 ^{**}	Valid
Number 21	-0.243	Invalid
Number 22	0.730 ^{**}	Valid
Number 23	0.708 ^{**}	Valid
Number 24	-0.390	Invalid
Number 25	0.609 ^{**}	Valid
Number 26	0.730 ^{**}	Valid

A research should not only be valid but also reliable. Reliability is used to enhance the trustworthiness of the data and to avoid the subjectivity in analyzing the data. Burns (2010:97) proposed four forms of triangulation. However, this research applied only two of the triangulations. They are:

1. Time triangulation

Time triangulation means that the data are collected at different points in time. In this study, the data were collected from the month of February until April. During that period of time, the research was done in two cycles, in which each cycle consists of two meetings. In total, there were four meetings needed to conduct this research.

2. Researcher triangulation

In this triangulation, the data were collected by more than one researcher. The researcher investigated the research not only by herself, but also by the English teacher and the researcher's colleague. This is done to avoid bias or subjectivity.

Sugiyono (2013: 173) stated that an instrument can be said as reliable if the instrument had the same data when it was used more than once to the same subject. The reliability of this research is tested using the Cronbach Alpha test in the SPSS 16 computer program. The instrument can be said as reliable or not after the r_{cronbach} is compared with the r_{standart} . If the r_{cronbach} is less than 0,600, the instrument is less good but still acceptable. If it was more or the same as 0,700, the instrument is good and acceptable. An instrument is good if the r_{cronbach} is more or the same as 0,800.

After analyzing the data using SPSS 16, the set 1 instrument's r_{cronbach} was 0,914. Compared with the r_{standart} which is 0,600, it meant that the set 1 instrument used in this research could be said as good. The r_{cronbach} of the second instrument was 0.868. It also meant that the set 2 instrument was good.

Table 5: **The Reliability Test Result of The Pre-Test 1**

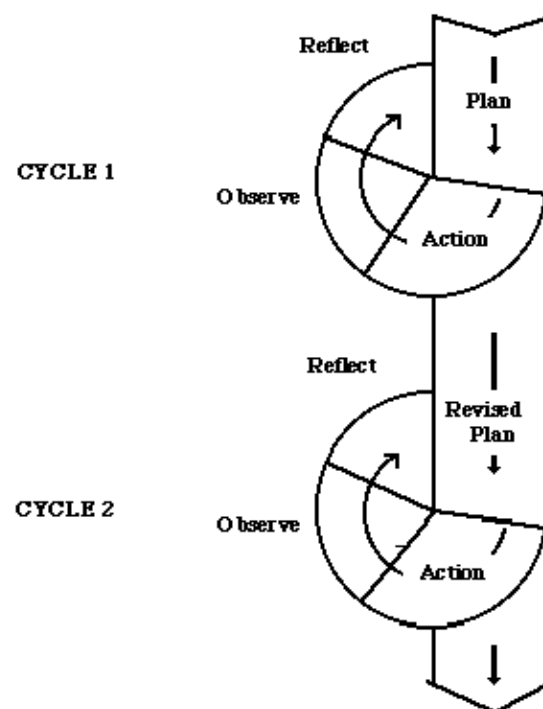
Set 1	
Topic: Occupation	
Cronbach's Alpha	0.914

Table 6: **The Reliability Test Result of The Pre-Test 2**

Set 2	
Topic: Public places	
Cronbach's Alpha	0.868

E. Research Procedure

This research followed the action research steps designed by Kemmis and McTaggart in Burns (2010:8). The steps of the research can be seen on the following chart:

Figure I: **The steps of action research**

Prior to implementing the cycles of action research, the researcher did reconnaissance to determine the focus of the study. The researcher carried out some observations on the teaching and learning process, interviews with the teacher and students, and some discussions with the teacher. Based on the observations, interviews, and discussions, the problems occurred in the class were identified. Furthermore, these processes led the researcher to select the focus of the research, which were some problems related to the vocabulary learning process. The problems were selected by considering the urgency and the feasibility. Therefore, the researcher examined the use of wall chart as a media which was believed to be an alternative to improve students' vocabulary mastery.

1. Planning

In this stage, after identifying the problems, the researcher started to develop some plans of actions to bring improvements on the identified problems. The planning began from the discussion with the collaborator regarding the existing problems during the reconnaissance. The researcher and the collaborator worked to prepare the instruments, the materials, and the technique to be used in the actions. In this case, the researcher used Wall Chart to improve the vocabulary mastery of grade IV students at SDN Gambiranom.

2. Action

The next stage is action. In this stage, the researcher put the plans into action. After the plans were decided, the actions were implemented in the

field. The actions were done in two cycles in which each cycle took two-times classroom meetings.

3. Observation

In this stage, the implemented action was being observed. During the implementation of the actions, the researcher and the collaborator observed and monitored the students' behavior towards the teaching and learning activity. Not only that, the researcher and the collaborator took notes about everything which happened in the classroom during the actions.

4. Reflection

At this stage, the researcher reflected, evaluated and described the effects of the action. The researcher and the collaborator discussed the action implemented to draw a conclusion. If the actions were successful to improve the students' vocabulary mastery, the researcher would continue to the next cycle with a different topic. However, if it was proven to be unsuccessful, the actions would be modified to be more suitable.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the process and findings of the research. There are four main sections in this chapter. The first section of this chapter describes the reconnaissance process conducted by the researcher. Meanwhile, the second section reports the process of the action research cycles consisting of plans, actions, observation, and reflections. The action research was done in two cycles. The third section shows the findings of the study in quantitative data obtained in the research to support the qualitative data and the last section is about the discussions of the findings interpretation. The details of the process are presented as follows:

A. Reconnaissance

The researcher did several things before conducting the research. The first thing was identifying the problems that occurred in the teaching and learning process especially in the vocabulary mastery. It was done by conducting an observation and pre-test. After that, the problems were selected. Finally, the researcher determined the actions to overcome those selected problems.

1. The result of the pre-test

The preliminary data was obtained from the result of the pre-test. The pre-test was in the form of multiple choices with 10 item questions. The questions were to test students' knowledge about the vocabulary. The pre-test

was done before the implementation of the wall charts. The following table is the frequency distribution of the pre-test score.

Table 7: The Frequency Distribution of The Pre-Test 1

No	Score	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
1	1 – 10	1	3.3%	1	3.3%
2	11– 20	1	3.3%	2	6.6%
3	21 – 30	4	13.2%	6	19.8%
4	31 – 40	10	33.3%	16	53.1%
5	41 – 50	6	19.8%	22	72.9%
6	51 – 60	6	19.8%	28	92.7%
7	61 – 70	1	3.3%	29	96%
8	71 – 80	0	0%	29	96%
9	81 – 90	0	0%	29	96%
10	91 –100	1	3.3%	30	100%

Table 8: The Frequency Distribution of The Pre-Test 2

No	Score	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
1	1 – 10	0	0%	0	0%
2	11– 20	2	6.6%	2	6.6%
3	21 – 30	4	13.2%	6	19.8%
4	31 – 40	3	9.9%	9	29.7%
5	41 – 50	5	16.5%	14	46.2%
6	51 – 60	3	9.9%	17	56.1%
7	61 – 70	5	16.5%	22	72.6%
8	71 – 80	7	23.1%	29	95.7%
9	81 – 90	1	3.3%	30	96,6%
10	91 –100	0	0%	30	100%

2. Identification of the Problems

The researcher conducted several activities in identifying the problems of the teaching and learning process of English vocabulary mastery at the grade IV of SD N Gambiranom. Interviews and classroom observation were done to identify the field problems. The researcher observed the English teaching and learning process of grade IV class. The researcher also

interviewed the English teacher and the children of grade four. Lastly, the researcher conducted a pre-test to know how far the students' ability in mastering the vocabulary was.

The situation of the teaching and learning process in grade IV class could be seen from the vignette below. The vignette was the result of the observation during the teaching and learning process before the actions of the research were implemented. It describes the teaching and learning process and how the classroom activities were conducted by the teacher during the English lesson. It also shows the students' attitudes and behaviors toward the teaching and learning of vocabulary mastery. The details are presented as follows:

VIGNETTE	
English Lesson at Grade IV B of SD N Gambiranom	
(Duration: 2x35')	
Day/Date	: Thursday, January 21 st , 2016
Time	: 07.00 – 08.10
Place	: IV B class of SD N Gambiranom
Activity	: Observation
<p>The English lesson at SD N Gambiranom approximately took 70 minutes in each meeting. The researcher observed one of the English classes at SD N Gambiranom that was class IV B. The class was taught by Mrs. Ika Lusiana Ratnasari, S.Pd. (Mrs. Nana).</p> <p>The researcher came to the classroom together with the teacher at 06.50a.m. WIB. The researcher sat on the back seat and observed the teaching and learning activities. After the bell rang, the teacher and the students sang Indonesian national anthem song, Indonesia Raya, along with the music from the speaker in the class. After that, the class president led the prayer.</p> <p>The teacher opened the class by saying greeting, "Assalamualaikum wr. wb. Good Morning, how are you today?". The students answered together, "Wa'alaikumsalam wr. wb. Good morning, I am fine, thank you, and you?". Then the teacher answered, "I'm fine too, thank you.". Most of the students answered the greeting. All of the students were ready to start the lesson. They already prepared their LKS in their table. After greeting, the teacher checked the attendance list by asking, "<i>Siapa yang tidak masuk?</i>". The students replied, "<i>Tidak ada, bu.</i>".</p>	

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The teacher then asked the students to open their English LKS. The teacher asked the students about the previous lesson from the last meeting. The topic was My Kitchen which focused on the kitchen utensils. The teacher asked about their homework, "*PR nya sudah dikerjakan belum? Ayo dikeluarkan.*". The homework was to translate a set of English vocabulary to *Bahasa Indonesia*. Some students answered, "*Sudah.*", while there were others who did not answer and looked to their friend's notebook. There were more female students who finished the homework than the male students.

Without checking all of the students' homework, the teacher asked the students to pronounce the words in the homework. Only the homework of several students in the front row were checked by the teacher. The teacher then pronounced word by word and the students repeated after the teacher. Each word was repeated three times. The teacher pronounced the words correctly. The teacher did not repeat the words more than three times even though there were students who did not pronounce the word correctly. The teacher continued by choosing a student to answer a question. The teacher mentioned the English vocabulary and the students must translate in *Bahasa Indonesia*. Some students answered correctly, while the others seemed confused and looked at their friend's notebook. Some students laughed at the students who could not answer

The teacher asked the students to open the LKS on the comprehensive test part. The teacher asked the student to do the multiple choice test and the simple open ended test. After giving the task, the teacher left the room to take chalks. When the teacher left, the class began to be noisy. Some students started playing and joking, while there were students who discussed the answers. Some students were interested with the researcher and asked personal questions to the researcher. The researcher tried to distract them to do the task again.

Not too long after that, the teacher came back to the class. She reminded the students to stay quiet and to finish the tasks. The teacher sat down in front of the class while she waited the students to finish. Some students still talked and asked the others to give answers. The teacher then asked, "*Sudah selesai semua? Kok ngobrol terus?*". The students answered, "*Belum bu. Baru yang pilihan ganda. Isiannya susah.*".

The teacher then asked the students to check the answer of the multiple choice test together. She chose a student to read the question and answer. Some students hesitated and looked afraid to answer. The teacher encouraged them, "*Ayo dibaca kemudian dijawab, salah nggak apa-apa.*". Until the last number, the teacher helped the student to answer. After that, the teacher continued to the open ended questions. She guided the students to read the question and then she explained and answered the question.

At the end of the task, the teacher called each student's name and asked them to mention the number of their correct answer from the multiple choice test. In the end of the lesson, the teacher gave them homework from the LKS. The teacher ended the class by saying, "See you next week. Wassalamualaikum wr. wb.". The researcher followed the teacher and left the class.

The classroom observation was aimed to collect any valuable information during the English teaching and learning process in the classroom. There were some problems that the researcher found in the classroom during the observation. It could be seen on the vignette. The first problem was the classroom situation. The class which consisted of 30 students was not easy to manage. Sometimes the class was very crowded because the students did not pay attention to the lesson and they were playing with each other.

The second problem was the teaching method. The teacher still used a traditional teaching method. It focused on memorizing the words after finding the difficult vocabularies and translating them out of context. The next problem was the materials. The teacher mainly used LKS and sometimes textbook. It means that the students only knew the words used in the LKS and textbook context. The fourth problem was the monotonous activities. The activities were less varied because the tasks were centered in the textbook and the LKS. Most the activities were not communicative enough to engage all of the students. Moreover, the listening and speaking activities in the textbook were rarely done.

The fifth problem was the student. They had difficulty in remembering both the English words and the meaning. They also had difficulties in building a simple sentence. They seemed not confident to answer the teacher's question or to go in front of the class. Therefore, they had low participation in the teaching and learning process. The last problem was the school facility. The class is not equipped with a projector. Also, there were no dictionaries for the

students. Some students brought their own dictionary but most of the students did not have any tool to translate the English words.

Besides the class observation, the researcher also interviewed the English teacher and some students. The interview aimed to collect information about the students' and teacher's point of view of the teaching and learning process. The following transcript showed the problem that was found.

R	<p>: <i>Penelitian saya nanti akan dilakukan di kelas IV bu. Menurut ibu, kemampuan bahasa inggris siswa kelas IV bagaimana bu? Khususnya dalam penguasaan vocabulary.</i></p> <p>(My research will be done in grade IV, miss. In your opinion, what do you think of the students' English skill of grade IV? Particularly on the vocabulary mastery.)</p>
ET	<p>: <i>Masih sangat kurang mbak karena saat kelas I, II, III kemarin tidak mendapatkan pelajaran bahasa inggris. Jadi benar-benar masih mulai belajar bahasa inggris. Penguasaan kosakata masih rendah.</i></p> <p>(Their English skill is still very low because they did not get English lesson from first untuil third grade. So they are still starting to learn English. The vocabulary mastery is still very low too.)</p>
...	
R	<p>: <i>Dari 20-25 kata yang diajarkan, biasanya anak-anak bisa menghapal berapa kosakata bu?</i></p> <p>(From the 20-25 words given, how many words they usually can memorize?)</p>
ET	<p>: <i>Nggak mesti mbak, ada yang cuma bisa 5, ada yang bisa sampai 10, separuh.</i></p> <p>(It depends on the child. There is one who only memorizes 5 words, other 10 words, or half.)</p>
R	<p>: <i>Untuk pengajaran, apakah pernah menggunakan media lain, misalnya seperti gambar-gambar?</i></p> <p>(In the teaching and learning process, have you ever use any kinds of media, for example pictures?)</p>
ET	<p>: <i>Jarang banget mbak. Karena di kelas tidak ada proyektor juga. Paling ya gambar yang ada di LKS dan buku.</i></p> <p>(Not really because there is no projector in the class. Pictures are only from textbook and LKS.)</p>

Interview Transcript 1

The interview with the English teacher above showed that the students' vocabulary mastery was still low. The students were not learning English from the first grade. It only started on the fourth grade. The lesson was only once a week. So they did not have a lot of time to practice and study English. The students also had difficulties in memorizing the English words. The teacher gave 20-25 words for a topic and asked the students to translate. If they did not remember the meaning, they might not understand the use of the words. The use of media other than text book was also very rare. One of the reasons was because there was no projector in the classroom. The teacher could not provide other media due to the lack of facilities.

- R : *Biasanya bu guru ngajarin bahasa Inggris ngapain aja? Pernah nyanyi-nyanyi nggak?*
(What are you usually doing in English class? Have you ever sing English songs?)
- S25 : *Biasanya dikasih kata-kata bahasa inggris, ngerjain soal. Nggak pernah nyanyi miss.*
(The teacher usually gives English words and test. We never sing in class.)
- ...
- R : *Pernah nggak bu guru ngajarin kata-kata pake gambar-gambar?*
(Have you ever learned vocabulary using pictures with your teacher?)
- S25 : *Belum pernah miss.*
(No, miss.)

Interview Transcript 2

- R : *Pernah nggak bu guru ngajar pake gambar-gambar?*
(Have you ever learned vocabulary using pictures with your teacher?)
- S29 : *Belum pernah.*
(No, miss.)

Interview Transcript 3

- R : *Dikasih kata-kata gimana? Kata bahasa Inggris dan Indonesia?*
(What kind of words? English words and Indonesian words?)
- S25 : *Disuruh nulis banyak kata bahasa Inggris terus disuruh nyari sendiri artinya miss.*

	(We write many English words then we were asked to translate them to Indonesian.)
R	: <i>Pake apa biasanya? Bisa ngartiin semua nggak?</i> (What did you use to translate? Can you translate all the words?)
S25	: <i>Pake kamus, kalo nggak bisa tanya bunda.</i> (I use dictionaries or ask my mother.)
R	: <i>Oh itu buat pr berarti?</i> (So is it homework?)
S25	: <i>Kalau nggak selesai buat pr.</i> (If it is not done at school, it becomes homework.)
R	: <i>Kalau di sekolah, kamusnya bawa sendiri atau dari bu guru?</i> (At school, did the school provide the dictionaries or you bring from home?)
S25	: <i>Bawa sendiri.</i> (I bring my own.)
R	: <i>Salwa biasanya bawa nggak?</i> (Do you always bring it?)
S25	: <i>Kadang bawa, kadang lupa, hehe.</i> (Sometimes yes, sometimes not, hehe.)
Interview Transcript 2	

R	: <i>Kalau pas pelajaran bahasa Inggris biasanya seneng nggak? Susah nggak sih ngapalin kata-kata bahasa Inggris?</i> (Do you enjoy learning English? Is it difficult to memorize the English words?)
S29	: <i>Gampang sih, tapi ada susahnyanya.</i> (It is easy, but difficult too.)
R	: <i>Susahnyanya gimana?</i> (What are the difficulties?)
S29	: <i>Susahnyanya misal pas nggak hafal terus nggak tau artinya.</i> (When I forget and do not know the meaning.)
R	: <i>Cara ngapalin kosakatanya gimana?</i> (How do you memorize the vocabulary?)
S29	: <i>Disebutin one tu satu, two dua, gitu.</i> (The words were mentioned one is satu, two is dua.)
R	: <i>Berapa banyak kata yang dikasih bu guru?</i> (How many words given by the teacher?)
S29	: <i>Banyak.</i> (Many.)
R	: <i>Farel suka bawa kamus nggak?</i> (Do you usually bring a dictionary?)
S29	: <i>Enggak, hehe. Pinjem teman.</i> (No, hehe. I borrow from friend.)
Interview Transcript 3	

The students needed a dictionary to translate the words given by the teacher. However, there was no dictionaries provided from the school or the teacher and not many of the students brought their own dictionary. The translating process could not go well. In the end, it became homework to translate at home. Then they would do the test in the LKS.

From the observations, interviews, and discussions, there were several problems found during the teaching and learning process. The problems found in the field were presented in the following table.

Table 9: The field problems at grade IV B of SD N Gambiranom

No	Field Problems	Code
1	The students lacked vocabulary.	S
2	The teacher used monotonous technique to teach.	T
3	The students' pronunciations were still low.	S
4	Most of the students were not actively engaged in the teaching and learning process.	S
5	The activities that the teacher gave were less varied.	T
6	The school did not provide dictionaries.	Md
7	Only a couple of students brought a dictionary	S
8	The students were not confident in answering question.	S
9	The teacher dominantly used Bahasa Indonesia in the class.	T
10	The students had difficulties in memorizing the new English words.	S
11	The teacher mostly depends on the course book and LKS.	M
12	Some students did not pay attention to the lesson.	S
13	The students get bored with the classroom activities.	S
14	The class was too crowded when the students starts to wok by themselves.	S
15	The students had difficulty to form a simple sentence.	S
16	The classroom was not equipped with a projector.	Md
17	The vocabulary learning was done mostly out of context.	M
18	The students had difficulties in understanding the word meanings.	S

T=Teacher, S=Students, M=Materials, Md=Media

3. Selection of the Problems

As explained in Chapter I, this research only focused on improving students' vocabulary mastery through Wall Charts. The English teacher and the researcher discussed the problems found. They selected the problems based on the urgency level and feasibility to solve. The problems that needed to be solved immediately mostly related to the students' vocabulary mastery. The selected problems were presented in the following table.

Table 10: **The Feasible Vocabulary Problem to be Solved**

No	Field Problems
1	The students lacked vocabulary.
2	The students' pronunciations were still low.
3	Most of the students were not actively engaged in the teaching and learning process.
4	The students had difficulties in memorizing the new English words.
5	The students had difficulties in understanding word meanings.

After analyzing and selecting the problems, the researcher and the English teacher continued to discuss about the action to solve the problems. The researcher proposed wall charts as the media to vary the teaching and learning activities. The teacher who wanted to use more pictures in the class agreed to use wall charts because it will also use a lot of pictures. The teacher thought that the wall charts might be simple to make manually and attract students' attention.

B. Research Process

In this part, the process of the research is described in details. The research was done in two cycles. Each cycle was in two meetings. The discussions of the report of each cycle are described as follows.

1. Report of Cycle 1

The first cycle of the research was held on Thursday, 18th and 25th February 2016. The description of the planning, the action and observation, and the reflection are presented in the following discussion.

a. Planning

In the first meeting, the researcher planned to use the wall charts to teach vocabulary. The wall charts would be displayed in front the class. The researcher gave a leading question about the topic. Then the researcher asked the students to write the vocabulary on the board in front of the class. Along with it, the researcher corrected the spelling and pronounce the word together with the students. The researcher also planned to use classroom English in the teaching and learning process as often as possible. In addition, the researcher asked the students to bring dictionary for the next meeting to help with their study. Other than that, the researcher also provided the students with activities to do in pair.

In the next meeting, the researcher planned to recall the students' knowledge about the topic from the previous meeting by showing pictures about the vocabulary. The students made their own wall charts on this meeting. The class was divided into four big groups. The researcher distributed an A3 paper, pictures of occupation, and colorful marker to each group. The researcher guided students to make their own wall chart. The students could explore their creativity by making their own kind of wall charts. After that, the students presented their wall charts in front of

the class and put it up on the wall. The researcher gave feedbacks to the students after the presentation. Other than that, the researcher prepared the observation checklist for each meeting for the collaborator to be used to evaluate the teaching and learning process.

b. Action and Observation

The implementation of the actions in cycle 1 was done in two meetings. The first meeting was carried out on Thursday, February 18th, 2016 and the second meeting was on Thursday, February 25th, 2016. During the research, the researcher acted as the teacher and accompanied by a colleague as the collaborator as well as the observer. Before the English lesson started, the researcher gave the collaborator an observation checklist. Besides helping the researcher in managing the class, the collaborator also filled in the observation checklists to evaluate the teaching and learning process.

1) The First Meeting

The researcher opened the class by saying greeting and asking about students' condition on the day. The researcher taught the students how to say prayer in English. Then, the researcher checked the students' attendance by calling students' name one by one. Before starting the lesson, the researcher and collaborator introduced themselves to the students. After that, the researcher explained to the students that they would learn about occupation.

The lesson started with the leading question. The researcher asked, "What will you do after you finished college? What do you want to do?". Some students answered that they wanted to work. The researcher continued, "Where do you want to work? Do you know what occupation is? What do you want to be when you grow up? What is your dream job?". The researcher needed to translate the questions to help students understand. The students hesitated to answer the questions. The collaborator helped by answering the questions first. After that, the students started to mention different kinds of occupation they wanted to be at the same time. The class became crowded because the students shouted the answer and some students responded to the others. The researcher picked some students to make the other students quiet.

Next, the researcher put up a wall chart about kinds of occupation in front of the class. The students looked excited and pointed at the pictures on the wall charts. The researcher pointed at each picture and asked the students about what occupation it is. The students answered excitedly but they still used *Bahasa Indonesia*. The researcher told them the English words.

The activity continued by asking the students to write on the board. Starting from the first row student, the researcher guided the students to mention an occupation and wrote them on the board. Most of the students did not know the English word of an occupation. They mentioned the words in *Bahasa Indonesia*. The researcher translated the words and

spelled them so that they wrote the word correctly. The students could not spell using English alphabet, so the researcher taught them briefly about the English alphabet.

R then asked the students to mention kinds of occupation they know. S were shouting the answers at the same time. R calmed down the S, "Attention please...". Some S still excitedly answering the answer. R then asked one S in the front row to come in front and wrote one occupation. R said, "Now all of you, think of one occupation to write in front. Semua cari satu pekerjaan untuk ditulis di depan." R continued to guide the next students to write in front. R helped them to spell the word correctly. "How to write doctor? D-O-C-T-O-R".

FN. 03

Thursday, February 18th, 2016

The students were absorbed into finding another occupation to write. The students in the back rows started to panic because they hardly thought about it. The other students gave suggestion and the collaborator also helped them. The list on the board grew up to 30 words of occupation as many as the number of students. After everyone had their turn, the researcher started to pronounce the words one by one and the students followed to pronounce. Along with that, the researcher explained not only the meaning of every word but also the description about the job of each occupation.

Next, the researcher distributed a worksheet of word search game to the students. The students looked enthusiastic when they got the worksheet. The researcher explained about how to do the word search. This activity was for a pair of students. The researcher gave one worksheet for one desk. The students were competitive with the others. They searched the word excitedly and did not let others to see.

Next, R distributing the word search game worksheet. S looked enthusiastic when receiving the worksheet. The worksheet was done in pair. S looked competitive. They covered their answer so that the others could not see.

FN. 03

Thursday, February 18th, 2016

After that, the researcher asked the students to mention the words that they had found. The researcher asked some students to write the answer on board. The students were then asked to write how many words that they had not found and submitted the worksheet. The students who did not find many words looked upset and the others were happy to find many words. After signed the worksheet, the researcher gave it back to the students so that they could finish it. The wall charts were moved to the board on the back of the class. Finally, after making a conclusion on the lesson of the day, the class was closed by praying.

2) The Second Meeting

The second meeting of Cycle 1 was conducted in Thursday, 25th February, 2016. The lesson was started by greeting the students, asking about their condition, and praying. The researcher then checked their attendance list. After that, the researcher asked the students several questions related to the previous meeting to check their understanding about the lesson. The questions were not only about the meaning of the words in Bahasa Indonesia, but also riddles related to the occupation. About half of the students were able to answer the riddles correctly.

However, some of them seemed confused and did not answer the questions.

After reviewing the lesson, the researcher took the wall charts on the back and put it in the front class. The topic of the day was about the job of each occupation done. The researcher had pictures of occupation and showed them one by one to the students. The researcher asked about what occupation it was and what did they do. For example, doctor treats sick patient. The students answered excitedly. Some of them actively asked about the English of some words to the researcher and collaborator.

Next, the researcher divided the class into 4 big groups. Each groups consisted of 7 to 8 students. However, the group selection did not go well. Some students wanted to be one group with this friend and did not want to be with that friend. At one point, one male student cried because no one wanted him in their groups. The collaborator helped to calm him and put him in a group. Eventually, the researcher could manage the students and formed the groups.

S did not want to follow R for the group selection based on the tables' rows. S wanted to choose their own friends because they did not want to be this friend or that friend. As the result, there was one male S who cried because none of the male S wanted him to be on their groups. C helped to calm him down. Eventually, he joined the one of the female groups.

FN. 04

Thursday, February 25th, 2016

The researcher explained how they would make the wall charts.

The tools and pictures were distributed to the students. The students were asked to stick the pictures and to decorate as they wanted. There were four

categories the wall charts with different kinds of occupation. They were occupation who helped us to fix things, to keep healthy, to provide things, and to entertain.

R and C distribute the A3 paper, pictures of occupation, and marker to the groups. Before the students started to make the wall charts, the researcher explained how to make the wall charts. The students seemed to be interested and very enthusiastic in doing the task although during that time they asked too much to the researcher to make sure that they did the task correctly.

FN. 04

Thursday, February 25th, 2016



Figure II: The students making the wall charts

The following activity was presentation. The students were asked to stand in the four direction of the wall. Then, the students put up the wall charts in the wall. Everyone would stand and be able to look at every group's wall charts. The students presented their wall charts by telling their classmates about the occupations and their jobs. Most students were enthusiastic in presenting their wall charts. Afterwards, the researcher gave feedback to each group. Then, the students put up the wall charts on

the back of the class. The researcher then reviewed and summarized the lesson together with the students. The researcher also told the students to study for the test on the next meeting. Finally, the class was closed by praying and saying goodbye.



Figure III: The students presenting the wall charts

c. Reflection

Reflection was done after implementing the actions. The purpose of the reflection was to evaluate the action in order to decide whether the research needed to be re-implemented in the next cycle with some modifications or not. The researcher and the collaborator reflected on the actions that had been done. They discussed the successful and less-successful actions during the implementation.

Overall, based on the observation conducted during the implementation of Cycle 1, the actions on using wall charts to vocabulary learning ran well. The researcher was successful enough to make considerably positive change in the students' vocabulary mastery. There

was also a good change in the students' performances during the classroom activities. Moreover, the students' attitudes and behaviors towards learning English vocabulary changed as well. This conclusion can be inferred from the following data.

R	: <i>Kemarin setelah cycle 1, menurut miss apakah kemampuan penguasaan vocabulary siswa meningkat?</i> (After the cycle 1, do you think that the students' vocabulary mastery were improved?)
W	: <i>Dari pengamatan saya, kemampuan siswa meningkat. Mungkin kemajuannya belum signifikan di semua aspek. Tetapi jika dilihat dari hasil post-test, terlihat kalau nilai siswa meningkat.</i> (In my opinion, students' vocabulary mastery was improved. Even though the improvement is still not big in all aspect, if we look at the result of the post-test, it can be seen that their score is improved.)
R	: <i>Kemudian bagaimana pendapat miss tentang kegiatan yang dilakukan dengan menggunakan wall charts?</i> (Then, what do you think about the activity done along with wall charts?)
W	: <i>Menurut saya, bagus. Anak-anak terlihat bersemangat saat pembelajaran. Kegiatan membuat wall charts bisa mendorong kemampuan kreatifitas siswa. Saat kerja kelompok mereka juga terlihat asyik membuat wall chartsnya.</i> (It is great in my opinion. Th students looked excited during the lesson. The activity of making the wall charts can boost their creativity. It looked like they were having fun while making the wall charts.)

Interview Transcript 5

The use of wall charts was a new way for the students in learning vocabulary. It made the students more enthusiastic in learning vocabulary since the teacher never used such kind of media before. They were quite active during the learning process even the shy ones. They had practiced the new words quite well. They also enjoyed making the wall charts because they could explore their creativity. It was a different experience than doing a written test on the textbook.

- R : *Menurut Tirta, pelajaran bahasa Inggris kemarin sama miss gimana? Suka nggak?*
(What do think of the English lesson with me yesterday? Do you like it?)
- S27 : *Suka miss. Soalnya sambil main-main.*
(I like it because we play during the lesson.)
- R : *Kalau kemarin waktu bikin wall charts, gimana? Tirta bisa bikinnya?*
(How about when you make the wall charts? Is it easy to make?)
- S27 : *Bisa miss, bisa digambar-gambari ditulis-tulisi.*
(I can make it, miss. We can write and draw anything.)
- R : *Menurut Tirta bikin bosen nggak sih belajar pake wall charts?*
(Do you find it boring or not to learn using wall charts?)
- S27 : *Enggak miss, malah seru.*
(Not at all, it is fun.)

Interview Transcript 6

- R : *Kalau kemarin waktu bikin wall charts, gimana? Hani bisa bikinnya?*
(How about when you make the wall charts? Is it easy to make?)
- S11 : *Bisa miss, seneng bikinnya.*
(Yes it is. It is fun.)
- R : *Menurut Hani bikin bosen nggak sih belajar pake wall charts?*
(Do you find it boring or not to learn using wall charts?)
- S11 : *Enggak.*
(No.)

Interview Transcript 7

There were some noticeable improvements on the students after the action was implemented. First of all, the students' attitudes and behaviors towards English were getting better. At this cycle, most of the students looked excited when they made the wall charts. They actively participated in the groups. They also asked questions to the researcher or the collaborator if they found difficulties. Generally, the students' involvement in the teaching and learning process was improved.

The students also started to answer the researcher question in English. Since the researcher used classroom English as often as possible, the students started to get familiar with some of the instruction in English. The researcher also asked them to repeat their answer in English if they

still used *Bahasa Indonesia*. Also, their pronunciation started to sound good because they practiced the words every time they looked at the wall charts.

However, there was a problem occurred during the implementation of using wall charts to improve students' vocabulary mastery. One of the problems was the time allocation. The students took a lot of time in discussing how they would make the wall charts. It might be because they had never done it before. In this case, the male students were faster than the female students. The male students made the wall charts without much consideration like the female students but they made more mistakes. On the other hand, the female students made fewer mistakes but took more time in the planning.

- | | |
|----|--|
| R | : <i>Lalu bu, kalau untuk waktunya, kemarin selesainya mepet sekali dengan bel akhir pelajaran. Karena anak-anak butuh waktu lama untuk membuat dan saat presentasi tidak langsung mau saat disuruh. Menurut ibu bagaimana?</i>
(Then, about the time, it ended right before the bell rang. The students took a long time to finish the wall charts and they also took time to present. What do you think about that?) |
| ET | : <i>Diberi batas waktu yang jelas dan dikasih hadiah aja mbak, misal yang cepat selesai dapat nilai lebih begitu.</i>
(You should give a certain time limit and you can give a reward too. For example you can give more score if they can finish first.) |
- Interview Transcript 4

- | | |
|---|--|
| R | : <i>Pada cycle 1 ini, apa saja kekurangannya?</i>
(What are the lacks of the cycle 1?) |
| W | : <i>Sepertinya ada pada pembagian kelompok besar. Terlalu banyak siswa dalam satu kelompok. Kemudian manajemen waktu harus lebih diperhatikan.</i>
(I think the group selection is still lacking. There were too many students in a group. Then, the time management needed more attention.) |

...continued

...continued

- | | |
|---|---|
| R | : <i>Selanjutnya apakah saran miss untuk cycle selanjutnya?</i>
(What is your suggestion for the next meeting?) |
| W | : <i>Mungkin lebih baik dibuat kelompok kecil agar siswa bisa lebih fokus saat mengerjakan. Kemudian untuk menulis vocabularynya mungkin bisa miss Sarah aja yang nulis di depan agar tidak makan waktu terlalu lama.</i>
(The group should be smaller than the first cycle so that the students can be more focus. Then, for writing the vocabulary on the board, it can be done by you so that the time used can be less.) |

Interview Transcript 5

The other problem was the group selection. At first, the researcher planned to decide the groups based on the rows of the desk. However, the students wanted to form their own groups. The female students wanted to be with female students and so did the male students. The researcher decided to follow what the students wanted. Unfortunately, there was one male student who ended up crying. The male students did not want to be one group with him, while he did not want to be with female students. Eventually, the collaborator calmed him down and put him in the female group because that group did not mind to group with him.

- | | |
|----|--|
| R | : <i>Tapi ini bu, kemarin ada anak yang menangis saat akan pembagian kelompok, karena temannya tidak mau sekelompok sama Ferdinand. Apakah biasanya memang seperti itu bu?</i>
(Yesterday, when we will do the group selection, there is a boy who cried because the other did not want to group with Ferdinand. Is it usually like that?) |
| ET | : <i>Wah iya kalo masalah bikin kelompok ya memang bisa seperti itu mbak, karena kan mereka ada teman dekat, teman bermain, jadi kalau nggak sama temennya sendiri sering nggak mau. Ditegur dan ditegasi saja mbak.</i>
(Yes, it usually is like that. They have close friends who they want to be with. You have to warn them and be firm.) |
| R | : <i>Oh ya bu. Ini kan kelompok besar bu, 7-8 orang. Jadi untuk cycle 2 saya berencana untuk membuat jadi kelompok kecil, 4-5 orang</i> |

...continued

...continued

saja agar lebih fokus juga dalam diskusi kelompoknya. Bagaimana menurut ibu?

(Also, this time, the group is large. It consisted of 7-8 students. So for the second cycle, I plan to make smaller groups which consist of 4-5 students. What do you think?)

ET : *Iya mbak gitu aja, biar lebih gampang pembagiannya.*

(Yes, that would be better. So the group selection will be easier.)

Interview Transcript 4

Furthermore, the researcher noticed that not all students in the group were active. Some shy students tended to just go along with the groups. They did not really participate in discussion or in making the wall charts. This might happen because the group was still too big. In this cycle, the groups consisted of 7 to 8 people. There might be dominant students and passive students.

After conducting cycle 1, some problems were still found in some aspects of the teaching and learning process. Therefore, the researcher and the collaborator consulted with the English teacher and decided to conduct cycle 2 to solve the problems. Overall, it could be said that there were significant changes before and after the implementation of cycle 1.

2. Report of Cycle 2

Similar with the first cycle, the second cycle also consisted of two meetings. The cycle was held on Thursday, 10th March and Thursday, 17th March, 2016. Based on the reflection of cycle 1, the researcher found that the students still had problems in learning vocabulary. The researcher and the collaborator tried to make better plans for the actions which would be

performed in the second cycle. The description of the planning, the action and observation, and the reflection can be seen below.

a. Planning

In this meeting, similar to the previous cycle, the researcher would still use the wall charts to teach vocabulary. The wall charts will be displayed in front the class. The researcher would give a leading question about the new topic. In this cycle 2, the researcher would not ask the students to write the vocabulary on the board in front of the class. The researcher was the one who wrote the words in the board. The students were asked to write on their book. Along with it, the researcher pronounced the word together with the students and explain the meaning of the words. The researcher continued to use classroom English in the teaching and learning process as often as possible. Other than that, the researcher also provided the students with activities to do in pair.

In the next meeting, the researcher planned to recall students' knowledge about the topic from the previous meeting by showing pictures about the vocabulary. The students made their second wall charts on this meeting. This time, the class would be divided into 7 small groups which consist of 4-5 students. The researcher distributed an A3 paper, pictures of public places, and colorful marker to each group. The researcher guided students to make their own wall chart. The students could explore their creativity by making their own kind of wall charts. After that, the students presented their wall charts in front of the class and put it up on the wall.

The researcher would give feedbacks to the students after the presentation. In addition, the researcher would prepare rewards for the fastest group and the most creative groups to boost the students' motivation in making the wall charts.

b. Action and Observation

The implementation of the actions in cycle 2 was done in two meetings. The first meeting was carried out on Thursday, March 10th, 2016 and the second meeting was on Thursday, March 17th, 2016. In this second cycle, the researcher would still act as the teacher and accompanied by a colleague as the collaborator as well as the observer. Before the English lesson started, the researcher gave the collaborator an observation checklist. Besides helping the researcher in managing the class, the collaborator also took notes to evaluate the teaching and learning process.

1) The First Meeting

The first meeting of the second cycle was held on Thursday, March 10th, 2016. The researcher started the lesson by greeting students and leading the prayer using English. The researcher also checked the students' attendance. The researcher then continued by explaining the details of the lesson. They would learn about public places in this second cycle.

The lesson started with the leading question. The researcher asked about the students' activities in weekend, "Where are you going on weekend? Do you usually go to recreation places or go to mall?" The

students answered with many kinds of places. The researcher continued, “How about on the school holiday? Where do you go to spend your holiday?” Most of the students answer confidently. Their answer varied from zoo, beach, to stay at home on holiday. A student even asked back to the researcher and the collaborator. The class became crowded again because the students shouted the answer and some students who had the same answer responded the others. The researcher picked some students to answer so that the other students would listen.

Next, the researcher put up a wall chart about kinds of public places in front of the class. The students looked excited about the new wall charts and pointed at the pictures on the wall charts. The researcher pointed at each pictures and asked the students about what place it is. The students answered excitedly. Similar to the first cycle, they still spontaneously used Bahasa Indonesia but they tried to ask the collaborator about the English words. The researcher told them the English words.

The activity continued by asking the students to mention one public places for each student. This time, the students did not write on the board. The researcher wrote the words on the board. The students were asked to write in their own book both the English words and the meaning in *Bahasa Indonesia*. Some students looked disappointed because they wanted to write in front again.

R then asked S to prepare their notebook. R asked S to write down the public places vocabulary. S asked excitedly, “Maju nulis di papan tulis lagi miss?”. R answered, “No, you will not write in the board today. Please open your book and write down the vocabulary on your book. Hari ini kalian tidak menulis di depan, tapi langsung tulis di buku masing-masing ya”. This time, R was the one who wrote the vocabulary on the board. R said, “Now all of you, think of one public place and mention it. I will write the words on the board.”. P asked S to mention public places one by one.

FN. 06

Thursday, March 10th, 2016

Starting from the first row student, the researcher guided the students to mention a public places and the researcher wrote them on the board. A number of students could answer in English but many of the students did not know the English word of the public places. They mentioned the words in *Bahasa Indonesia*. The researcher translated the words and spelled them so that they wrote the word correctly.

In this meeting, the students were also absorbed into finding another occupation to write. The students in the back rows started to panic because they hardly thought about the words. The other students gave suggestion and the collaborator also helped them. The list on the board grew up to 30 words of occupation as many as the number of students. After everyone had their turn, the researcher started to pronounce the words one by one and the students followed to pronounce. Along with that, the researcher not only explained the meaning of every word but also the description of the public places.

The next activity was playing bingo games. The researcher drew a 4x4 table on the board without saying a word to the students. It triggered

the students' curiosity. The researcher told them to also draw a 4x4 table on their book. Then, the researcher explained the rules of Bingo games. The students then started to write 16 vocabularies of public places in each box on the table. They were very excited because they had never played Bingo games.

Next, R drew 4x4 tables on the board. S was asking, "What is that miss? What for?". R answered, "Have you ever play bingo?", S answered no and they looked confuse. R explained that they would play bingo game today. R asked students to draw 4x4 tables on their notebook. Then, R explained about how to play bingo.

FN. 06

Thursday, March 10th, 2016

The researcher played the Bingo games with riddles. Instead of directly mentioning the word, the researcher used the description of the places. The students should guess before they could cross the box with the answer. Some students were competitive. They did not want the other to know the answer. Meanwhile, the researcher gave out the answer in order to practice the students' pronunciation by repeating the words.

R started the bingo game by giving riddles instead of giving out the words directly. S must answer the riddle before they could cross the words on the bingo board. S answered enthusiastically. Some of them did not want to give the answer to the others. If the students could answer or if not, R gave the answer while repeating the pronunciation.

FN. 06

Thursday, March 10th, 2016

After the Bingo game is over, the wall charts were moved to the board on the back of the class. The teacher gave feedback about how the students' played the Bingo games and also the pronunciation. Finally, after making a conclusion on the lesson of the day, the class was closed by praying.

2) The Second Meeting

The second meeting of this cycle was conducted on Thursday 17th, 2016. As usual the lesson was started with a greeting and asking students' condition. The researcher also checked students' attendance. The researcher then asked the students about the previous meeting to check their understanding about the lesson. The questions were in the form of riddles related to the public places. Most of the students were able to answer the riddles correctly. Only some of them still looked around and copied the others answers.

R gave riddles to the students to recall the vocabularies. For example, "The place to see the animals. Animals adalah? Hewan. Kalau mau lihat animals dimana? Yes, the zoo."

FN. 07

Thursday, March 17th, 2016

After reviewing the lesson, the researcher took the wall charts on the back and put it up in front of the class. The researcher had pictures of public places like the one on the wall charts. The researcher showed the pictures and asked about what we could do in that place. For example, the bank is for saving money. The students looked enthusiastic. They actively asked questions when they did not know the English words.

Next, R explained that they would make wall charts again. R divided the class into 7 small groups. Each groups consisted of 4-5 students. The selection of the groups went well. Even though the male and female were still separated.

FN. 07

Thursday, March 17th, 2016

Next, the class was divided into 7 small groups. Each group consisted of 4 to 5 students. In this meeting, the group selection went well.

There was no major problem like the previous cycle. The researcher explained again how they would make the wall charts. The wall charts had different concept with the first one. It was about making their own city using the public places. The students made a map of a city and stuck the pictures on it. They chose many creative names for their city.

R and C distribute the A3 paper, pictures of occupation, and marker to the groups. Before the students started to make the wall charts, the researcher explained how to make the wall charts. The students seemed to be interested and very enthusiastic in doing the task although during that time they asked too much to the researcher to make sure that they did the task correctly.

FN. 07

Thursday, March 17th, 2016



Figure IV: The students making the wall charts

After the students submitted the wall charts, the researcher then picked 2 fastest groups to finish the wall charts and 2 more based on the creativity and the fewer mistakes. The 4 groups then presented their wall charts in front of the class. The researcher gave feedbacks about the

presentation and also all the wall charts submitted. As the rewards, the 4 chosen groups could put up their wall charts in the back of the class. The researcher then reviewed and summarized the lesson together with the students. The researcher also told the students to study for the test on the next meeting. Finally, the class was closed by praying and saying goodbye.



Figure V: The students presenting the wall chart

c. Reflection

After conducting the second cycle, the researcher and the collaborator reflected on the actions that had been done. The reflections were conducted through interviews with the collaborator and the students as well as the discussion with the English teacher. The result of the reflection showed that at the end of the cycle, the students' vocabulary mastery improved.

- R : *Miss Wiwik, untuk cycle 2 ini, sesuai pengamatan, bagaimana kemampuan penguasaan vocabulary siswa?* (Miss Wiwik, in this cycle 2, what do you think of the students' vocabulary mastery?)
- W : *Saya rasa sudah lebih bagus daripada saat pre-test dan cycle 1. Selain dari nilai post-testnya, saat diberi pertanyaan juga lebih percaya diri menjawab dalam bahasa Inggris. Mereka juga bisa merespon instruksi bahasa Inggris lebih cepat.*
(I think the students' vocabulary mastery improved more than the pre-test and the cycle 1. Besides from the post-test score, it can be seen that they were more confident in answering the questions in English. They can also respond to classroom English faster.)

Interview Transcript 11

In cycle 2, researcher found no significant difficulties in giving activities and questions to the students. The students' mistakes decreased while the number of vocabulary they could memorize increased. The students were able to pronounce the English words better than before. They could write the English words with fewer mistakes. Wall charts helped them in mastering the vocabulary by exposing them to English everyday. Wall charts also improved their creativity and imagination in visualizing the vocabulary. Wall charts as a media made the teaching and learning activities more enjoyable.

- R : *Kalo pas bikin wall charts suka nggak Nanda? Bisa bikinnya?*
(Do you like making the wall charts? Can you make it?)
- S20 : *Suka. Bisa kan langsung nempel sama digambaran dan ditulisin.*
(I like it. Yes, I can because it is only stick the pictures, drawing, and writing)
- R : *Pas wall chartsnya udah ditempel, suka lihat ke wall chartsnya nggak?*
(When the wall charts is on the wall, do you often look at the wall charts?)
- S20 : *Suka. Dibaca karena ada gambarnya.*
(Yes. I read because there are pictures on it.)
- R : *Jadi lebih gampang menghafalkan kata bahasa Inggris nggak dengan melihat ke wall charts?*
(Is it easier to memorize the vocabulary by looking at the wall charts?)
- S20 : *Lebih gampang, soalnya bisa dilihat terus.*
(Yes, it is easier because I can look at the wall charts often.)

Interview Transcript 8

- R :Kemarin saat bikin wall chartsnya, Ferdi lebih suka kelompok yang berempat atau bertujuh?
(When you make the wall charts, which groups do you prefer? The small group or big group?)
- S30 :Yang berempat miss.
(Small.)
- R :Kenapa?
(Why?)
- S30 :Temennya lebih enak.
(They are more fun.)

Interview Transcript 9

The teaching and learning process in the second cycle showed a better progress than the first cycle. With the change in the group size, the students were more active in doing the task. There were no passive students because there were only 4 to 5 students in the group. All of the members of the group participated actively when they made the wall charts. The students also understood the classroom English better than the last cycle. They could respond to the instruction well without asked for translation. Also, they were more aware that they must use English in answering the question. They tried their best to answer using English even though they sometimes still forgot the English words.

- R :*Apakah ada kekurangan dari cycle 2 ini?*
(What are the lacks of this cycle?)
- W :*Kekurangannya mungkin masih pada suara miss yang kurang tegas. Kalau manajemen waktu kemarin sudah baik karena presentasi bisa selesai sebelum bel. Untuk pengelompokannya juga sudah baik, seperti kelompok 4 siswa sudah pas, mereka bisa lebih cepat selesai dan lebih fokus. Tapi kemarin kelompok yang selesai lebih dulu jadi ramai sendiri ya.*
(Maybe, it is on your voice. It is still less firm. The time management is better because the lesson could end before the bell. The group selection is

continued...

...continued

	good too with 4 students. They could finish faster and more focus. But, the groups who finished first became noisy.)
R	:Oh iya, kelompok yang selesai duluan jadi mengganggu konsentrasi kelompok lain. Kalau penggunaan wall charts nya bagaimana menurut miss Wiwik?
	(Yes, they could distract the other groups. Then, what do you think of the use of the wall charts?)
W	:Bagus miss. Siswa jadi terekspos vocabulary setiap hari karena wall charts nya dipajang. Saat pembuatan juga membuat siswa senang.
	(It is great. The students became exposed to the vocabulary everyday. The students enjoyed the process of making the wall charts.)

Interview Transcript 11

The time allocation was managed better this time. The students took less time in making the wall charts. They wanted to get the rewards, so they did their best in making it faster. In the first meeting of cycle 2, the students did not need to come in front to write the vocabulary. Instead, the researcher was the one who wrote it. It could save a lot of time compared to the first cycle.

In conclusion, the use of wall charts was successful to improve the students' vocabulary mastery. Besides, the students' attitudes and behaviors toward learning English vocabulary were also improved.

C. Research Findings

In this part, the data of the finding are discussed in details. There are two types of data obtained from the research. They are qualitative data and quantitative data. The qualitative data are the general findings of each cycle of the research. The quantitative data are the exact numbers of the results in the students' test. The general findings in each cycle are described as follows.

1) Cycle 1

- a) The use of wall charts as a media could draw students' attention towards the lesson. Wall charts enhanced the students' motivation in the teaching and learning process of English. The students actively participated in the teaching and learning process.
- b) By placing the wall charts in visible places, the students got more input on English words so that they would read it every time they saw it.
- c) By using colorful wall charts with pictures, students were able to memorize the meaning of the English words easier because they could visualize the words.
- d) In the process of making the wall charts, students became active and communicative. However, big groups did not work really well for the passive students.
- e) The students made noticeable improvements in the aspects of vocabulary mastery. The students' pronunciation improved as well as their understanding of the words meaning.
- f) Some of the students' were able to response the classroom English used by the researcher. They looked satisfied when the researcher complimented their English.
- g) The students' positive changes on their attitude and behavior during the implementation of wall charts as a media. They looked enthusiastic during the lesson. However, there were several students who were noisy and bothered the teaching and learning activity.

2) Cycle 2

- a) The use of wall charts as a media could draw students' attention towards the lesson. Wall charts made the students more curious towards the lesson. They showed active participations towards the learning activities. They looked motivated as they were very enthusiastic during the teaching and learning process.
- b) The implementation of wall charts made the students more attracted and stimulated towards the lesson. The teaching media facilitated the students to understand the words meaning easier.
- c) The implementation of wall charts facilitated the students with more vocabulary practices. The students were getting used to the words by looking at them everyday.
- d) In the process of making the wall charts, students became more engaged when they were in a small group. The passive students became more active and communicative.
- e) Some of the students' were able to response the classroom English used by the researcher. They looked satisfied when the researcher complimented their English.
- f) There were positive changes in the students' behaviours and attitudes towards vocabulary learning. The students looked motivated in doing the tasks. They were very enthusiastic. The classroom situation was more manageable compared to the previous cycle.

3) Students' Score

In this part, there were details of the students' score during the research. It presents the discussion of the results of the students' score from the pre-test and the post-test. The score is to support the qualitative data of the research. The discussion deals with the mean of the students' score from the pre-test and the post-test. The following tables present the mean score of all the tests.

The preliminary tests were conducted to know whether the students' vocabulary mastery improved or not later after the implementation of the research. The post-tests conducted after each cycle to get students' score after the implementation. After that, the score of the post-test will be compared to the pre-test. The researcher and the collaborator determined the criteria of success. The criteria of success were 70% of the students' vocabulary score achieved the Minimum Mastery Criterion (Kriteria Ketuntasan Minimal-KKM) of English which is 70 or above. The result score can be seen on the following table.

Table 11: **The score comparison between the pre-test 1 and post-test 1**

The mean score of pre-test 1	46
The mean score of post-test 1	70.67

Table 12: **The score comparison between the pre-test 2 and post-test 2**

The mean score of pre-test 2	57
The mean score of post-test 2	77.33

The pre-test 1 and pre-test 2 were conducted at the same time before the research began. It showed that the students' score were still below the average of KKM. After the implementation of the first cycle, the post test was

conducted. The mean score improved from 46 to 70.67. It showed that the students already made improvement on the vocabulary mastery. With the changes in the group size in the second cycle, the students' score improved more than the first cycle. The second post-test mean score is 77.3. It increased from the score of the second pre-test which is 57. It showed that the changes made significant influence to students' understanding.

D. Discussion

In this section, the researcher provides the analysis of the findings obtained in the first and second cycles of the research. This part is aimed to give explanation on how the use of wall charts can improve students' vocabulary mastery at grade IV students of SD N Gambiranom.

The researcher conducted a preliminary observation before performing the research to gain information and description about the situation in the classroom during the teaching and learning process of vocabulary learning. This observation aimed to find the students' problems and difficulties during the vocabulary learning. The preliminary observation gave the researcher some ideas to propose some plan to improve the students' vocabulary mastery. With the collaborator, the researcher determined the action to be implemented in the research. The research consisted of two cycles, in which each cycle covered two classroom meetings.

The first cycle showed that there were already some improvements from the students. They also continued to make progresses on the second cycle. The students showed positive changes and improvements on their aspects of vocabulary, pronunciation, meaning, and the use of the words. It was justified

based on the gain score that they got since the beginning until the end of the research. It showed the improvements on students' vocabulary mastery before and after the implementation of the research.

Besides, there were also positive changes in the students' attitudes and behaviors. They became more interested in learning vocabulary. They also looked enthusiastic in the teaching and learning process of English in general. They actively participated in the groups in doing the task.

In addition, the group activities when they made the wall charts increased the students' involvement in the learning activities. The group activities provided opportunities for the students to cooperate with other students in doing the task. The proficiency level of the students in the groups was different from each other. It encouraged them to help and learn from each other.

Based in the facts and explanations, it could be concluded that the use of wall charts can improve the vocabulary mastery of grade IV students of SD N Gambiranom. The actions conducted during the implementation of the research improved students' interest toward the teaching and learning process of learning vocabulary.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, three aspects are presented. They are the conclusions, the implications, and the suggestions. Each points is described as follows:

A. Conclusions

This research was action research. It was conducted at grade IV B of SD N Gambiranom. It was held from February 18th, 2016 to March 17th, 2016. The participants involved in the research were the researcher, the researcher's colleague as the collaborator and the observer, the English teacher, and the 30 students of class IV B.

The data obtained from the research were in the form of qualitative and quantitative data related to the use of wall charts to improve students' vocabulary mastery. Based on the results of the data analyzed in this research, it shows that the use of wall charts as a media was very effective to improve the students' writing skills. It helped students in memorizing and understanding the new vocabulary faster.

During the English teaching and learning process, the students' participation improved when they worked in making the wall charts. Their attitudes towards learning vocabulary changed. They looked enthusiastic to pronounce and were not afraid to answer in English. The group works done in the research brought positive changes to the students' involvement and relationship among the students.

The students' scores obtained from the pre-test and post-test also shows the proof that wall charts is an effective simple media to improve the students' vocabulary mastery. By comparing the score in the pre-test and the post-test, the mean score increased significantly. It means that the research was successful in making improvements.

From the facts presented above, it can be concluded that the research taken on the use of wall charts to improve the students' vocabulary mastery at grade IV of SD N Gambiranom was successful.

B. Implications

According to the conclusion which is previously stated, some further considerations were made in order to improve students' vocabulary mastery. The implementation of wall charts helped students' in the process of learning vocabulary. It can be an alternative way of teaching English, particularly in teaching vocabulary. The actions were effective to give them better understanding to the vocabulary. It can be seen from their faster memorization and their use of the words.

The students' positive attitudes and behaviors towards the use of wall charts implicates that they were motivated by the way it improved their vocabulary mastery. The group works facilitated students to share their thoughts to one another. They looked less nervous than working alone. This implies that they were happy with the group work. The students' active participation in the process of teaching and learning showed that the media draw students' focus and attention towards the lesson.

The feedback and correction given by the teacher give them better understanding and make them feel more confident to use the words again later. It implies that it is necessary for the teachers to give the students feedback as frequently as possible. It helped the student a lot in learning the vocabulary.

C. Suggestions

After covering up the conclusions and the implications, several suggestions were proposed to the English teacher, the students, and the net researchers. Those are presented as follows:

1. To the Teacher

To the English teacher, the researcher suggests that it would be better if the English teacher use wall charts in teaching vocabulary as it improves the students' vocabulary mastery. The researcher also suggests that the teacher should give more feedback and correction to students as it helped them in learning the vocabulary better.

2. To the Students

The students will understand the vocabulary easily if they practice more and frequently in pronouncing and visualizing the words. The students can solve their difficulties in learning vocabulary by using wall charts. It improves their abilities in memorizing the words by visualizing them and their interest toward the teaching and learning process.

3. To the Next Researcher

The weakness of this study is its limited time in implementing the actions. The next researcher who is interested in the same field are

recommended to implement the actions in a longer period of time to get more maximum results. Other researcher could also use this study as a reference for conducting further research of the relevant topic. They may conduct a research using wall charts in different context.

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APPENDICES

APPENDIX A

FIELD NOTES

No	: FN.01
Hari, Tanggal	: Kamis, 28 Januari 2016
Jam	: 07.00 – 08.10
Tempat	: Kelas IV B
Kegiatan	: Observasi Kelas
Responden	: Peneliti (P) Siswa (S) Guru Bahasa Inggris (GBI)
<p>P datang ke sekolah pada pukul 6.30 WIB dan langsung menemui GBI. P dan GBI berbincang seputar keadaan kelas hingga pukul 6.50 di depan kantor guru. P dan GBI kemudian menuju ke ruang kelas IV B. S sedang bersiap-siap berbaris di depan kelas sebelum masuk ke kelas. Setelah ketua kelas menyiapkan S, S masuk ke kelas sambil bersalaman dengan GBI dan P. P menuju ke bagian belakang kelas. Sesaat setelah bel masuk berbunyi, S berdiri dan menyanyikan lagu kebangsaan Indonesia Raya bersamaan dengan lagu yang diputar melalui speaker. Kemudian ketua kelas memimpin doa.</p>	
<p>GBI membuka kelas dengan mengucapkan salam. Seluruh S membalas bersama-sama. S sudah tidak ada yang bermain sendiri. GBI mengecek daftar kehadiran siswa. S menjawab bahwa semua siswa hadir.</p>	
<p>GBI meminta siswa untuk membuka LKS bahasa Inggris. GBI mengingatkan kembali materi pelajaran pada pertemuan terakhir. Topik pelajaran adalah <i>My Kitchen</i> dengan fokus kosakata <i>kitchen utensils</i>. GBI menanyakan tugas rumah S yaitu menerjemahkan sejumlah kosakata bahasa Inggris ke bahasa Indonesia. Beberapa S menjawab sudah selesai dan ada yang tidak menjawab tetapi sambil melihat buku milik teman. S putri terlihat lebih banyak menjawab daripada S putra.</p>	
<p>Tanpa mengecek hasil pekerjaan seluruh S, GBI langsung mengajak S untuk mengucapkan kosakata yang ada di catatan. Hanya beberapa S di bagian depan yang dicek oleh GBI. GBI kemudian menyebutkan kata per kata dan S mengulang kata per kata mengikuti GBI. Setiap kata diulang sebanyak tiga kali. Kosakata diucapkan GBI dengan benar. GBI tidak mengulang lebih dari tiga kali meskipun ada S yang terdengar belum benar dalam pengucapan. GBI melanjutkan dengan menunjuk S untuk menyebutkan arti bahasa Indonesia dari kosakata bahasa Inggris yang GBI sebutkan. Beberapa S bisa menjawab dengan benar, sedangkan beberapa S tampak kesulitan dan melihat catatan milik S lain. Beberapa S menertawakan S yang tidak bisa menjawab.</p>	
<p>GBI meminta S untuk membuka LKS kembali pada halaman soal pengayaan. GBI menyuruh S untuk mengerjakan soal pilihan ganda dan soal isian singkat. Kemudian GBI meninggalkan ruang kelas untuk mengambil kapur tulis. Saat GBI tidak ada, keadaan kelas mulai menjadi ramai. Beberapa S putra mulai bermain dan bercanda. Beberapa S menanyakan tentang soal kepada S lain. Beberapa S ada yang tertarik dengan P dan menanyakan pertanyaan-pertanyaan pribadi pada P. P mencoba untuk mengalihkan perhatian S kembali pada soal.</p>	

Tidak berapa lama GBI kembali kelas. GBI mengingatkan S untuk tidak ramai saat mengerjakan soal. GBI duduk di depan untuk menunggu S mengerjakan soal. Beberapa S tetap mengobrol dan saling menanyakan jawaban. Setelah beberapa saat, GBI menanyakan apakah semua soal sudah dikerjakan. S menjawab bahwa baru soal pilihan ganda yang mereka selesaikan. S mengatakan bahwa soal isian singkat cukup sulit.

Kemudian GBI menyuruh S untuk bersama-sama mengecek jawaban soal pilihan ganda terlebih dahulu. GBI menunjuk S untuk membaca soal dan memberikan jawaban. GBI meminta S untuk berdiri kemudian membaca soal dan memberikan jawabannya. Beberapa S yang ditunjuk terlihat ragu dan tidak berani untuk menjawab. GBI menyemangati dengan mengatakan, “Ayo dibaca kemudian dijawab, salah nggak apa-apa.” Sampai dengan soal terakhir, GBI membantu S dalam menjawab. Kemudian GBI melanjutkan dengan isian singkat. GBI membaca soal sambil menjelaskan dan kemudian menjawab soal bersama-sama dengan S.

GBI memanggil satu persatu S dan meminta S untuk menyebutkan jumlah jawaban benar dari soal pilihan ganda. Pada akhir pembelajaran, GBI memberikan tugas rumah berupa soal selanjutnya yaitu soal uraian yang ada pada LKS. GBI menutup kelas dengan mengucapkan “See you next week.”, dilanjutkan dengan salam.

No	: FN.02
Hari, Tanggal	: Kamis, 11 Februari 2016
Jam	: 07.00
Tempat	: Kelas IV B
Kegiatan	: Pre-Test
Responden	: Peneliti (P) Kolaborator (K) Siswa (S) Guru Bahasa Inggris (GBI)
P dan K datang ke sekolah pada pukul 6.50 WIB dan langsung menuju ke halaman kelas IV B. S sedang bersiap untuk berbaris di depan kelas sebelum bel tanda masuk kelas berbunyi. Tepat saat bel berbunyi, S berbaris rapi memasuki ruang kelas.	
Pada pukul 07.00 WIB, GBI datang ke kelas. P dan K memasuki ruang kelas bersama GBI. Sebelum pembelajaran dimulai, seluruh S dan GBI bersama-sama menyanyikan lagu kebangsaan Indonesia Raya mengikuti iringan lagu yang berasal dari speaker di kelas. Setelah selesai bernyanyi, S berdoa bersama dipimpin oleh ketua kelas.	
GBI kemudian membuka kelas dan memperkenalkan P dan K. GBI menjelaskan bahwa hari ini akan ada ujian dari P. GBI mempersilahkan P dan K untuk mengambil alih kelas. GBI meninggalkan ruangan kelas.	
P dan K memperkenalkan diri pada S. S terlihat antusias menanggapi kehadiran P dan K. P menjelaskan bahwa hari ini akan ada ujian untuk mengetahui kemampuan S dalam penguasaan kosa kata bahasa Inggris. Beberapa S terlihat mengeluh karena tidak belajar dan takut mendapatkan nilai jelek. P menjelaskan bahwa ujian ini untuk melihat apakah S sudah menguasai bahasa Inggris atau belum. P berkata, “Kerjakan soalnya sendiri-sendiri dan jawab sendiri sebisa kalian. Tidak perlu melihat jawaban teman. Kalo nggak bisa ya udah dijawab sebisanya, dikira-kira. Nilainya jelek nggak apa-apa.”	
P kemudian membagikan sebuah bolpen untuk masing-masing S. Selanjutnya P membagikan soal pre-test pada tiap S dibantu oleh S. P menjelaskan waktu untuk mengerjakan soal adalah 30 menit. P dan K mengawasi S mengerjakan soal.	
S beberapa kali bertanya tentang soal dan jawabannya, “Miss, ini artinya apa? Miss ini jawabannya apa? Miss, ini bukan jawabannya?”. P dan K tidak menjawab pertanyaan-pertanyaan S, “Ayo dijawab sendiri, sebisanya, kalau salah nggak apa-apa.”	
Setelah 25 menit, P mengingatkan bahwa waktu tinggal 5 menit. Beberapa S sudah selesai dan mengumpulkan soal. Setelah waktu habis, P meminta semua S mengumpulkan lembar soal. K pergi ke kantor guru untuk memberitahu GBI bahwa pelajaran bahasa Inggris sudah selesai.	
P menanyakan pada S tentang bagaimana soal yang baru saja dikerjakan. S menjawab, “Susah miss, banyak yang nggak tahu artinya.” P dan K kemudian mengucapkan terimakasih atas kerjasama S hari ini dan mengucapkan salam. GBI masuk dan mengambil alih kelas.	

No	: FN.03
Hari, Tanggal	: Kamis, 18 Februari 2016
Jam	: 07.00
Tempat	: Kelas IV B
Kegiatan	: Tindakan kelas 1, <i>cycle 1</i>
Responden	: Peneliti (P) Kolaborator (K) Siswa (S) Guru Bahasa Inggris (GBI)
<p>P dan K datang ke sekolah pada pukul 6.50 WIB dan langsung menuju ke halaman kelas IV B. S sedang bersiap untuk berbaris di depan kelas sebelum bel tanda masuk kelas berbunyi. Tepat saat bel berbunyi, S berbaris rapi memasuki ruang kelas. Pada pukul 07.00 WIB, GBI datang ke kelas. P dan K memasuki ruang kelas bersama GBI. Sebelum pembelajaran dimulai, seluruh S dan GBI bersama-sama menyanyikan lagu kebangsaan Indonesia Raya mengikuti iringan lagu yang berasal dari speaker di kelas. Setelah selesai bernyanyi, S berdoa bersama dipimpin oleh ketua kelas.</p>	
<p>GBI kemudian membuka kelas dan memperkenalkan kembali P dan K. GBI menjelaskan bahwa P akan mengadakan penelitian di kelas IV B selama kurang lebih 6 kali pertemuan. GBI berpesan agar S mendengarkan penjelasan P dengan baik. GBI mempersilahkan P dan K untuk mengambil alih kelas. GBI meninggalkan ruangan kelas.</p>	
<p>P memulai kelas dengan salam dan menanyakan kabar S. P kemudian mengajarkan S cara berdoa untuk memulai kelas dengan bahasa Inggris, "Repeat after me, ulangi setelah miss ya. Oh my Lord, please, give me, knowledge. Amin." P menjelaskan artinya pada S. Kemudian P mengecek kehadiran S dengan memanggil S satu per satu dan meminta S untuk menyebutkan nama panggilan. P dan K menanyakan kembali apakah S masih ingat siapa nama P dan K.</p>	
<p>P memulai pembelajaran dengan menjelaskan bahwa hari ini akan belajar tentang <i>Occupation</i> atau pekerjaan. P memberikan pertanyaan untuk memancing S, "What is your dream? Cita-cita kalian apa? Who wants to be a doctor? A police? A teacher? Siapa yang ingin jadi dokter? Polisi? Guru?" S terlihat malu untuk menjawab. P menanyakan cita-cita K untuk memancing S. Setelah K menjawab ingin menjadi guru, P bertanya pada S di barisan depan, S menjawab dengan bahasa Indonesia dan P menyebutkan bahasa Inggrisnya. Selanjutnya semakin banyak S yang menyebutkan cita-citanya.</p>	
<p>P kemudian memasang <i>wall charts</i> tentang <i>occupation</i> di depan kelas. P menunjuk beberapa jenis pekerjaan yang ada di <i>wall charts</i> dan menanyakan pada S apa jenis pekerjaan yang ditunjuk. S menjawab dengan antusias dengan bahasa Indonesia. P membenarkan jawaban S dengan bahasa Inggris. Selanjutnya P meminta S untuk menyebutkan pekerjaan lain selain yang ada di <i>wall charts</i>. S menyebutkan jenis-jenis pekerjaan dengan suara keras dan secara bersamaan. P menenangkan S, "Attention please...". Beberapa S masih menjawab dengan bersemangat. P kemudian</p>	

meminta S yang ada di depan untuk maju ke depan dan menuliskan satu pekerjaan di papan tulis. P berkata, “Now all of you, think of one occupation to write in front. Semua cari satu pekerjaan untuk ditulis di depan.” P membantu S untuk menulis dalam bahasa Inggris. P mengajak semua S untuk mengeja menggunakan bahasa Inggris bersama-sama. Tetapi, banyak S yang belum hafal huruf abjad dalam bahasa Inggris. P menyebutkan huruf abjad dari A sampai Z menggunakan bahasa Inggris. S diminta untuk mengikuti. Kemudian, P terus membantu S selanjutnya untuk menuliskan kosakata sambil mengajak seluruh S, “How to write doctor? D-O-C-T-O-R”. Sampai dengan S yang terakhir menuliskan kosakata, terkumpul 30 kosakata pekerjaan. P melanjutkan dengan mengucapkan setiap kosakata diikuti oleh S. P juga menjelaskan arti dari setiap kata dan deskripsi dari setiap pekerjaan.

Selanjutnya, P membagikan lembar kerja berupa *word search game*. S terlihat antusias saat menerima lembar kerja. P menjelaskan cara mengerjakan *word search game*. Lembar kerja dikerjakan oleh dua orang S. S terlihat kompetitif saat mengerjakan, mereka menutupi lembar kerja agar tidak dilihat teman. Setelah itu, P meminta beberapa S untuk menulis kosakata yang mereka temukan di papan tulis. S kemudian diminta untuk menuliskan jumlah kata yang mereka temukan di lembar kerja. Lembar kerja dikumpulkan untuk dinilai dan dikembalikan pada S untuk dilengkapi.

Ketika jam pelajaran hampir usai, P memindahkan *wall charts* ke papan di belakang kelas. P mengajak S untuk menyimpulkan pelajaran mereka pada hari ini. P kemudian memberitahukan S bahwa mereka akan melanjutkan pelajaran pada pertemuan selanjutnya. P kemudian mengajak S untuk berdoa mengakhiri kelas dengan menggunakan bahasa Inggris, “Oh my Lord, thank you, for giving me, knowledge. Amin.” P dan K kemudian menutup kelas dengan salam.

No	: FN.04
Hari, Tanggal	: Kamis, 25 Februari 2016
Jam	: 07.00
Tempat	: Kelas IV B
Kegiatan	: Tindakan kelas 2, <i>cycle 1</i>
Responden	: Peneliti (P) Kolaborator (K) Siswa (S)
<p>P dan K datang ke sekolah pada pukul 6.50 WIB dan langsung menuju ke halaman kelas IV B. S sedang bersiap untuk berbaris di depan kelas sebelum bel tanda masuk kelas berbunyi. Tepat saat bel berbunyi, S berbaris rapi memasuki ruang kelas. P dan K memasuki ruang kelas bersama S. Sebelum pembelajaran dimulai, seluruh S, P dan K bersama-sama menyanyikan lagu kebangsaan Indonesia Raya mengikuti iringan lagu yang berasal dari speaker di kelas. Setelah selesai bernyanyi, S berdoa bersama dipimpin oleh ketua kelas.</p>	
<p>P dan K membuka kelas dengan salam dan menanyakan kabar S. P mengajak S untuk berdoa kembali dengan bahasa Inggris. P mengecek kehadiran S dengan memanggil S satu per satu. P menjelaskan bahwa hari ini akan melanjutkan pelajaran tentang <i>occupation</i>. P menanyakan, “Do you still remember what we learn in the previous meeting? Inget nggak minggu kemarin belajar apa?” S menjawab dengan menyebutkan kosakata pekerjaan dan bermain cari kata. P mengulang kembali beberapa kosakata dengan memberikan pertanyaan tebakan seperti, “He treats sick people. Sick itu apa? Sakit. Siapa dia yang menyembuhkan orang sakit? Ya, <i>doctor</i>.”</p>	
<p>P kemudian memindahkan <i>wall charts</i> dari belakang kelas. P menunjukkan gambar-gambar pekerjaan lain selain yang ada di <i>wall charts</i> dan menanyakan apa nama pekerjaan pada tiap gambar. P juga menanyakan apa tugas orang-orang dengan pekerjaan tersebut. Beberapa S bertanya pada K tentang kata bahasa Inggrisnya jika mereka lupa.</p>	
<p>Selanjutnya, P menjelaskan bahwa mereka akan membuat <i>wall charts</i> seperti yang sudah dipasang. P membagi kelas menjadi 4 kelompok besar. Masing-masing kelompok terdiri dari 7-8 orang. Tetapi, pembagian kelompok tidak berjalan lancar. S tidak mau menuruti pembagian kelompok yang dibuat P yaitu sesuai dengan baris meja. S ingin memilih teman kelompok sendiri karena ada yang mau dengan teman yang ini dan ada yang tidak mau dengan teman yang itu. Akibatnya, ada satu S putra yang menangis karena tidak diinginkan dalam kelompok-kelompok putra manapun. K membantu untuk menenangkan S yang menangis. Akhirnya, S putra tersebut bergabung dengan kelompok S putri.</p>	
<p>Setelah kelompok sudah terbentuk, P dan K membagikan kertas A3, gambar <i>occupation</i>, dan spidol ke tiap kelompok. Sebelum S memulai membuat <i>wall charts</i>, P menjelaskan bagaimana cara membuatnya. S terlihat tertarik dan sangat antusias dalam membuat <i>wall charts</i>. Bahkan mereka banyak bertanya pada P dan K saat mengerjakan untuk memastikan pekerjaan mereka tidak salah. P juga mengajarkan</p>	

cara menulis kalimat sederhana untuk dipresentasikan setelahnya. S dibebaskan untuk menghias *wall charts* masing-masing. Dalam satu kelompok besar tersebut, ada beberapa S yang tidak ikut bekerja. Pengambilan keputusan untuk menempelkan dan menghias sudah ditentukan S yang lebih menonjol. S yang terlihat pendiam hanya mengikuti saja.

Tugas selanjutnya adalah presentasi. Setelah semua kelompok menyelesaikan *wall charts*-nya, S diminta untuk berdiri di depan tembok di ke empat arah mata angin, sehingga semua kelompok dapat melihat *wall charts* kelompok lain. S mempresentasikan *wall charts* dengan menceritakan pada teman sekelasnya tentang *occupation* yang ada di *wall charts* masing-masing dan tugasnya. S terlihat antusias namun masih malu-malu karena takut salah. Setelah semua kelompok selesai, P memberikan umpan balik pada tiap kelompok. Kemudian S memasang *wall charts* di tembok belakang kelas.

Ketika jam pelajaran hampir usai, P mengajak S untuk menyimpulkan pelajaran mereka pada hari ini. P kemudian memberitahukan S bahwa akan ada ujian tentang *occupation* pada pertemuan berikutnya. P mengingatkan S untuk belajar. P kemudian mengajak S untuk berdoa mengakhiri kelas. P dan K kemudian menutup kelas dengan salam.

No	: FN.05
Hari, Tanggal	: Kamis, 3 Maret 2016
Jam	: 07.00
Tempat	: Kelas IV B
Kegiatan	: Post-test 1
Responden	: Peneliti (P) Kolaborator (K) Siswa (S) Guru Bahasa Inggris (GBI)
<p>P dan K datang ke sekolah pukul 6.30 WIB dan menuju ruang guru untuk menemui GBI. P meminta izin bahwa mereka akan mengadakan post-test selama satu jam pelajaran. GBI memberi izin dan mempersilahkan P dan K untuk pergi ke kelas. P dan K langsung menuju ke kelas IV B. S sedang bersiap untuk berbaris di depan kelas sebelum bel tanda masuk kelas berbunyi. Tepat saat bel berbunyi, S berbaris rapi memasuki ruang kelas. P dan K memasuki ruang kelas bersama S. Sebelum pembelajaran dimulai, seluruh S, P dan K bersama-sama menyanyikan lagu kebangsaan Indonesia Raya mengikuti iringan lagu yang berasal dari speaker di kelas. Setelah selesai bernyanyi, S berdoa bersama dipimpin oleh ketua kelas.</p>	
<p>P dan K membuka kelas dengan salam dan menanyakan kabar S. P mengajak S untuk berdoa kembali dengan bahasa Inggris. P mengecek kehadiran S dengan bertanya apakah ada S yang absen. P menjelaskan bahwa hari ini akan ada ujian tentang kosakata <i>occupation</i> yang pada dua pertemuan sebelumnya telah dipelajari.</p>	
<p>Sebelum membagikan soal, P menjelaskan bahwa soal yang akan dikerjakan hanya 10 nomor. Waktu yang diberikan adalah 15 menit. S diingatkan untuk mengerjakan sendiri dan tidak melihat pekerjaan teman. Beberapa S terdengar mengeluh karena lupa tidak belajar. Begitu P selesai memberikan instruksi, P membagikan soal dan lembar jawab pada S. S dipersilahkan untuk mulai mengerjakan. P dan K mengawasi S saat mengerjakan. Beberapa S terlihat akan melihat jawaban teman atau bertanya. Ada S yang menanyakan soal dan jawaban pada P dan K. S mengingatkan kembali untuk mengerjakan sendiri.</p>	
<p>Ketika waktu hampir habis, P mengingatkan S dan mempersilahkan apabila ada yang sudah selesai mengerjakan untuk mengumpulkan lembar jawab dan soalnya. P juga menegur S yang ramai untuk mengumpulkan pekerjaannya jika memang sudah selesai. Beberapa S mulai mengumpulkan soal dan lembar jawab. Ketika waktu habis, P meminta semua S agar segera mengumpulkan.</p>	
<p>K pergi memberitahu GBI bahwa post-test telah selesai. P berterimakasih atas kerjasama S. P kemudian memberitahukan S bahwa minggu depan masih akan belajar bahasa Inggris bersama P dan K. P kemudian mengajak S untuk berdoa mengakhiri kelas. P dan K kemudian menutup kelas dengan salam. P mengembalikan kelas kepada GBI.</p>	

No	: FN.06
Hari, Tanggal	: Kamis, 10 Maret 2016
Jam	: 07.00
Tempat	: Kelas IV B
Kegiatan	: Tindakan kelas 1, <i>cycle 2</i>
Responden	: Peneliti (P) Kolaborator (K) Siswa (S) Guru Bahasa Inggris (GBI)
<p>P dan K datang ke sekolah pada pukul 6.50 WIB dan menuju ke ruang guru untuk menemui GBI. P meminta izin untuk masuk ke kelas IV B lagi. GBI mempersilahkan untuk langsung ke kelas. P dan K menuju ke halaman kelas IV B. S sedang memasuki ruang kelas. P dan K memasuki ruang kelas bersama S. Sebelum pembelajaran dimulai, seluruh S, P dan K bersama-sama menyanyikan lagu kebangsaan Indonesia Raya mengikuti iringan lagu yang berasal dari speaker di kelas. Setelah selesai bernyanyi, S berdoa bersama dipimpin oleh ketua kelas. P dan K membuka kelas dengan salam dan menanyakan kabar S. P mengajak S untuk berdoa kembali dengan bahasa Inggris. P mengecek kehadiran S dengan memanggil S satu per satu.</p>	
<p>P memulai pembelajaran dengan menjelaskan bahwa hari ini akan belajar tentang <i>Public places</i> atau tempat-tempat umum. P memberikan pertanyaan untuk memancing <i>background knowledge</i> S, “Where are you going on weekend? Do you usually go to recreation places or go to a mall? How about on the school holiday? Where do you go to spend your holiday?” P juga menerjemahkan pertanyaan ke bahasa Indonesia. S menjawab dengan antusias. Ada S yang menjawab dengan bahasa Inggris, tetapi kebanyakan S masih menggunakan bahasa Indonesia.</p>	
<p>P kemudian memasang <i>wall charts</i> tentang <i>public places</i> di depan kelas. P menunjuk beberapa tempat yang ada di <i>wall charts</i> dan menanyakan pada S apa fungsi dari tempat tersebut. S menjawab dengan antusias dengan bahasa Indonesia. P membenarkan jawaban S dengan bahasa Inggris. Selanjutnya P meminta S untuk menyiapkan buku catatan. P meminta S untuk mencatat kosakata <i>public places</i>. S bertanya dengan bersemangat, “Maju nulis di papan tulis lagi miss?”. P menjawab, “No, you will not write in the board today. Please open your book and write down the vocabulary on your book. Hari ini kalian tidak menulis di depan, tapi langsung tulis di buku masing-masing ya”. Kali ini P yang menulis di papan tulis. Beberapa S terlihat kecewa karena mereka ingin menulis di depan. P berkata, “Now all of you, think of one public place and mention it. I will write the words on the board.” P meminta S satu per satu untuk menyebutkan tempat-tempat umum. P membantu S untuk menerjemahkan ke bahasa Inggris. Sambil menuliskan kosakata di papan tulis, P mengajak S untuk mengeja kata dan sekaligus melafalkan kata per kata beberapa kali. P juga mendeskripsikan tempat dengan fungsinya. Sampai dengan S yang terakhir, terkumpul 30 kosakata tempat umum.</p>	

Selanjutnya, P menggambar kotak 4x4 di papan tulis. S bertanya-tanya, “Apa sih itu miss? Buat apa?”. P menjawab, “Pernah main games bingo belum?”, S menjawab belum dengan kebingungan. P menjelaskan bahwa games hari ini adalah bingo dan meminta S untuk menggambar kotak 4x4 di buku masing-masing. Kemudian P menjelaskan cara bermain bingo. P mencontohkan cara mengisi kotak dengan kosakata *public places* dan aturan mencoret kotak. S mulai mengisi kotak-kotak dengan kosakata. P memulai bingo dengan memberikan tebakan alih-alih langsung menyebutkan kosakata yang dimaksud. S harus bisa menebak kosakatanya sebelum bisa mencoret kosakata di kotak mereka. S menjawab dengan sangat antusias. Beberapa tidak mau memberitahu jawabannya agar teman lain tidak tahu. Setelah terjawab atau jika tidak terjawab, P memberikan jawabannya sambil mengulang *pronunciation*. Setelah selesai bermain bingo, P memberikan umpan balik dan menanyakan bagaimana perasaan S.

Ketika jam pelajaran hampir usai, P memindahkan *wall charts* ke papan di belakang kelas. P mengajak S untuk menyimpulkan pelajaran mereka pada hari ini. P kemudian memberitahukan S bahwa mereka akan melanjutkan pelajaran pada pertemuan selanjutnya. P kemudian mengakhiri kelas dengan berdoa dan salam.

No	: FN.07
Hari, Tanggal	: Kamis, 17 Maret 2016
Jam	: 07.00
Tempat	: Kelas IV B
Kegiatan	: Tindakan kelas 2, <i>cycle 2</i>
Responden	: Peneliti (P) Kolaborator (K) Siswa (S)
<p>P dan K datang ke sekolah pada pukul 6.50 WIB dan langsung menuju ke halaman kelas IV B. S sedang bersiap untuk berbaris di depan kelas sebelum bel tanda masuk kelas berbunyi. Tepat saat bel berbunyi, S berbaris rapi memasuki ruang kelas. P dan K memasuki ruang kelas bersama S. Sebelum pembelajaran dimulai, seluruh S, P dan K bersama-sama menyanyikan lagu kebangsaan Indonesia Raya mengikuti iringan lagu yang berasal dari speaker di kelas. Setelah selesai bernyanyi, S berdoa bersama dipimpin oleh ketua kelas.</p>	
<p>P dan K membuka kelas dengan salam dan menanyakan kabar S. P mengajak S untuk berdoa kembali dengan bahasa Inggris. P mengecek kehadiran S dengan memanggil S satu per satu. P menjelaskan bahwa hari ini akan melanjutkan pelajaran tentang <i>public places</i> P menanyakan, “Do you still remember what we learn in the previous meeting?” S menjawab dengan menyebutkan kosakata tempat-tempat umum dan bermain bingo. P mengulang kembali beberapa kosakata dengan memberikan pertanyaan tebakkan seperti, “The place to see the animals. Animals adalah? Hewan. Kalau mau lihat animals dimana? Yes, the zoo.”</p>	
<p>P kemudian memindahkan <i>wall charts</i> dari belakang kelas. P menunjukkan gambar-gambar tempat umum dan menanyakan kembali apa nama tempat dan fungsinya. S terlihat bersemangat menjawab sambil melihat buku catatan.</p>	
<p>Selanjutnya, P menjelaskan bahwa mereka akan membuat <i>wall charts</i> seperti yang sudah dipasang. P membagi kelas menjadi 7 kelompok kecil. Masing-masing kelompok terdiri dari 4-5 orang. Pembagian kelompok berjalan lancar. Tidak ada gangguan yang berarti. Tetapi S putra dan putri tetap harus dipisah.</p>	
<p>Setelah kelompok sudah terbentuk, P meminta setiap kelompok untuk memilih nama untuk peta <i>public places</i> yang akan mereka buat. P dan K membagikan kertas A3, gambar <i>public places</i>, dan spidol ke tiap kelompok. Sebelum S memulai membuat <i>wall charts</i>, P menjelaskan bagaimana cara membuatnya. S terlihat tertarik dan sangat antusias dalam membuat <i>wall charts</i>. Bahkan mereka banyak bertanya pada P dan K saat mengerjakan untuk memastikan pekerjaan mereka tidak salah. P juga mengajarkan cara menulis kalimat sederhana untuk dipresentasikan setelahnya. S dibebaskan untuk menghias <i>wall charts</i> masing-masing. Dengan kelompok kecil tersebut, semua S yang ikut bekerja dan berpendapat. Tidak ada S yang menganggur atau hanya mengikuti. S mengumumkan bahwa akan dipilih 4 kelompok dengan hasil pekerjaan tercepat dan terbaik untuk mempresentasikan dan hasilnya akan dipajang di tembok belakang.</p>	

Selanjutnya, S mengumpulkan *wall charts* dan dipilih 4 kelompok oleh P dan K. 2 kelompok berdasarkan yang tercepat menyelesaikan dan 2 kelompok berdasarkan yang kreatif dan sedikit kesalahan. 4 kelompok tersebut kemudian mempresentasikan *wall charts* mereka di depan kelas. P memberikan umpan balik tentang hasil pekerjaan dan presentasinya. Sebagai *rewards*, 4 kelompok tersebut kemudian memasang *wall charts* masing-masing di belakang kelas. Kelompok lain terlihat sedih karena tidak bisa memajang hasil karya mereka.

Ketika jam pelajaran hampir usai, P mengajak S untuk menyimpulkan pelajaran mereka pada hari ini. P kemudian memberitahukan S bahwa akan ada ujian tentang *public places* pada pertemuan berikutnya. P mengingatkan S untuk belajar. P kemudian mengajak S untuk berdoa mengakhiri kelas. P dan K kemudian menutup kelas dengan salam.

No	: FN.08
Hari, Tanggal	: Kamis, 24 Maret 2016
Jam	: 07.00
Tempat	: Kelas IV B
Kegiatan	: Post-test 2
Responden	: Peneliti (P) Kolaborator (K) Siswa (S) Guru Bahasa Inggris (GBI)
<p>P dan K datang ke sekolah pukul 6.30 WIB dan menuju ruang guru untuk menemui GBI. P meminta izin bahwa mereka akan mengadakan post-test selama satu jam pelajaran. GBI memberi izin dan mempersilahkan P dan K untuk pergi ke kelas. P dan K langsung menuju ke kelas IV B. S sedang bersiap untuk berbaris di depan kelas sebelum bel tanda masuk kelas berbunyi. Tepat saat bel berbunyi, S berbaris rapi memasuki ruang kelas. P dan K memasuki ruang kelas bersama S. Sebelum pembelajaran dimulai, seluruh S, P dan K bersama-sama menyanyikan lagu kebangsaan Indonesia Raya mengikuti iringan lagu yang berasal dari speaker di kelas. Setelah selesai bernyanyi, S berdoa bersama dipimpin oleh ketua kelas.</p>	
<p>P dan K membuka kelas dengan salam dan menanyakan kabar S. P mengajak S untuk berdoa kembali dengan bahasa Inggris. P mengecek kehadiran S dengan bertanya apakah ada S yang absen. P menjelaskan bahwa hari ini akan ada ujian tentang kosakata <i>public places</i> yang pada dua pertemuan sebelumnya telah dipelajari.</p>	
<p>Sebelum membagikan soal, P menjelaskan bahwa soal yang akan dikerjakan hanya 10 nomor. Waktu yang diberikan adalah 15 menit. S diingatkan untuk mengerjakan sendiri dan tidak melihat pekerjaan teman. Beberapa S terlihat bersemangat sambil melihat ke buku catatan, tidak ada S yang terlihat mengeluh. Begitu P selesai memberikan instruksi, P membagikan soal dan lembar jawab pada S. S dipersilahkan untuk mulai mengerjakan. P dan K mengawasi S saat mengerjakan. Masih ada S terlihat akan melihat jawaban teman atau bertanya. Namun, sudah tidak ada yang bertanya pada P dan K. S mengingatkan kembali untuk mengerjakan sendiri.</p>	
<p>Ketika waktu hampir habis, P mengingatkan S dan mempersilahkan apabila ada yang sudah selesai mengerjakan untuk mengumpulkan lembar jawab dan soalnya. P juga menegur S yang ramai untuk mengumpulkan pekerjaannya jika memang sudah selesai. Beberapa S mulai mengumpulkan soal dan lembar jawab. Ketika waktu habis, P meminta semua S agar segera mengumpulkan.</p>	
<p>K pergi memberitahu GBI bahwa post-test telah selesai. P berterimakasih atas kerjasama S selama proses penelitian berlangsung dan meminta maaf apabila banyak terdapat hal yang kurang berkenan selama proses pembelajaran. P kemudian mengajak S untuk berdoa mengakhiri kelas. P dan K kemudian menutup kelas dengan salam. P mengembalikan kelas kepada GBI.</p>	

APPENDIX B

INTERVIEW

GUIDELINES &

TRANSCRIPTS

INTERVIEW GUIDELINES

A. Before the implementation

1. For the teacher

- a. Bagaimana kemampuan bahasa Inggris siswa kelas IV, khususnya dalam penguasaan *vocabulary*?
- b. Apakah siswa menyukai pelajaran bahasa Inggris?
- c. Apakah penguasaan *vocabulary* itu penting bagi siswa?
- d. Pengajaran *vocabulary* di kelas IV biasa diajarkan dengan cara apa?
- e. Bahasa apa yang banyak dipakai saat pembelajaran?
- f. Tugas sekolah lebih sering dikerjakan individual atau berkelompok?
- g. Berapa banyak *vocabulary* yang diajarkan dalam sekali pertemuan?
- h. Apakah pernah menggunakan gambar-gambar untuk mengajarkan *vocabulary*?
- i. Bagaimana dengan *wall charts*? Apakah pernah menggunakan metode *wall charts* dalam mengajarkan *vocabulary*?
- j. Buku apa yang biasa digunakan dalam pembelajaran bahasa Inggris?
- k. Kurikulum apa yang saat ini diterapkan di kelas IV?

2. For the students

- a. Apakah kamu suka belajar bahasa Inggris?
- b. Senang tidak saat pelajaran bahasa Inggris?

- c. Apakah kamu merasa mempelajari bahasa Inggris itu mudah atau sulit?
- d. Apa saja kesulitan yang kamu hadapi dalam belajar bahasa Inggris, terutama dalam mempelajari kosakata?
- e. Biasanya guru memberikan kegiatan apa saja saat bahasa Inggris?
- f. Bagaimana saat guru menjelaskan? Bisa langsung paham atau tidak?
- g. Apakah guru pernah menggunakan gambar atau media lain dalam mengajarkan kosakata?
- h. Apa saja usaha yang kamu lakukan untuk mengatasi kesulitan yang kamu temui selama mempelajari kosa kata bahasa Inggris?

B. After implementation of the actions

At Cycle 1

1. For the Teacher and Collaborator

- a. Bagaimana penilaian Ibu mengenai penggunaan *wall charts* untuk meningkatkan penguasaan *vocabulary* siswa?
- b. Bagaimana pendapat ibu tentang kegiatan yang dilakukan dalam penggunaan *wall charts*?
- c. Bagaimana dengan penyampaian materi yang saya lakukan di kelas?
- d. Menurut ibu, apa saja kekurangan yang ada pada cycle 1 ini?
- e. Apakah kemampuan *vocabulary* siswa mengalami kemajuan?
- f. Kira-kira aspek apa yang masih harus ditingkatkan lagi?
- g. Apakah saran yang Ibu berikan untuk cycle yang selanjutnya?

2. For the students

- a. Apa pendapat kamu mengenai kelas bahasa Inggris yang kita laksanakan?
- b. Bagaimana pendapat kamu tentang penggunaan *wall charts* di kelas bahasa Inggris?
- c. Bagaimana pendapat kamu mengenai pemberian tugas membuat wall charts oleh guru?
- d. Apakah kamu merasa bahwa penggunaan wall charts dapat meningkatkan kemampuan penguasaan kosakata bahasa Inggris?
- e. Apakah menurut kamu wall charts dapat mempermudah dalam menghafalkan kosakata?
- f. Kekurangan apa saja yang kamu temui dalam pembelajaran menggunakan wall charts?
- g. Kegiatan seperti apa yang kamu harapkan di kelas bahas Inggris?

At Cycle 2

1. For the Teacher and Collaborator

- a. Menurut pengamatan ibu, bagaimana kemampuan vocabulary siswa pada cycle 2 ini?
- b. Apa saja kekurangan pada cycle 2 ini?
- c. Apakah menurut ibu, kegiatan yang dilakukan pada cycle 2 sudah baik?

- d. Bagaimana penilaian Ibu mengenai penggunaan *wall charts* untuk meningkatkan penguasaan *vocabulary* siswa pada cycle 2 ini?
- e. Kemajuan dari segi mana saja yang berhasil dicapai siswa?

2. For the students

- a. Apa pendapat kamu mengenai kelas bahasa Inggris yang kita laksanakan?
- b. Bagaimana pendapat kamu tentang penggunaan *wall charts* di kelas bahasa Inggris?
- c. Apakah menurut kamu *wall charts* dapat mempermudah dalam menghafalkan kosakata bahasa Inggris?
- d. Manakah yang kamu lebih suka, mengerjakan tugas dalam kelompok kecil atau besar?
- e. Kegiatan seperti apa yang kamu harapkan di kelas bahas Inggris?

Interview Transcript 1

Date : Thursday, January 14th, 2016
Place : Grade II classroom of SDN Gambiranom
Interviewee : Miss Nana / English teacher
Interviewer : Sarah / Researcher

- R : Assalamualaikum ibu.
- ET : Wa'alaikumsalam. Mbak yang mau penelitian ya. Gimana mbak?
- R : Iya bu, saya Sarah. Jadi begini bu, saya ingin mengobrol sebentar dengan ibu tentang kegiatan belajar mengajar bahasa inggris di sekolah ini untuk penelitian saya.
- ET : Oh ya mbak, silahkan duduk disini.
- R : Penelitian saya nanti akan dilakukan di kelas IV bu. Menurut ibu, kemampuan bahasa inggris siswa kelas IV bagaimana bu? Khususnya dalam penguasaan *vocabulary*.
- ET : Masih sangat kurang mbak karena saat kelas I, II, III kemarin tidak mendapatkan pelajaran bahasa inggris. Jadi benar-benar masih mulai belajar bahasa inggris. Penguasaan kosakata masih rendah.
- R : Jadi selama satu semester kemarin apakah anak-anak menyukai belajar bahasa inggris?
- ET : Ya ada yang suka dan semangat. Ada juga mbak yang bertanya buat apa sih belajar bahasa inggris, kan orang jawa. Jadi ada yang susah sekali mengerti dan menghafal kosakata baru.
- R : Oh gitu ya bu. Biasanya saat pelajaran lebih banyak memakai bahasa Inggris, bahasa Indonesia, atau bahasa Jawa bu?
- ET : Masih lebih banyak bahasa Indonesianya e mbak. Karena kalau pake bahasa Inggris, anak-anak jadi kurang ngerti paham.
- R : Apakah menurut ibu penguasaan kosakata itu penting untuk siswa SD kelas IV?
- ET : Penting sekali mbak. Kalau tidak menguasai kosakatanya kan tidak bisa mengerti bahasa inggris.
- R : Untuk pengajaran kosakata biasanya ibu menggunakan cara apa?
- ET : Biasanya saya suruh menuliskan 20-25 kata bahasa inggris, misalkan tentang *fruits* atau *animals*, kemudian saya suruh untuk mencari arti kata-kata itu menggunakan kamus.
- R : Saat mengerjakan tugas mencari arti kata itu biasanya dilakukan individual atau secara berkelompok bu?

- ET : Biasanya kelompok karena nggak semua anak membawa kamus. Biasanya 4-5 anak mengerjakan bersama-sama menggunakan satu kamus.
- R : Berarti dalam sekali pertemuan yang diajarkan ada 20-25 kosakata bu?
- ET : Iya mbak, ya biasanya untuk 2-3 kali sesuai materinya.
- R : Setelah itu apa yang dilakukan untuk membahas kosakata yang sudah dicari?
- ET : Setelah dicari kemudian dibaca berulang bersama-sama agar hapal.
- R : Dari 20-25 kata yang diajarkan, biasanya anak-anak bisa menghafal berapa kosakata bu?
- ET : Nggak mesti mbak, ada yang cuma bisa 5, ada yang bisa sampai 10, separuh.
- R : Untuk latihan soal menggunakan buku paket atau lks bu?
- ET : Soal latihan dari lks cemara. Ada buku paket tapi tidak semua punya. Kalau lks semua anak punya.
- R : Untuk pengajaran, apakah pernah menggunakan media lain, misalnya seperti gambar-gambar?
- ET : Jarang banget mbak. Karena di kelas tidak ada proyektor juga. Paling ya gambar yang ada di LKS dan buku.
- R : Kurikulum apa yang digunakan untuk saat ini di kelas IV bu? Apakah sudah kurikulum 2013?
- ET : Masih ktsp kok.
- R : Untuk mengajarkan kosakata, apakah ibu pernah memakai media wall charts untuk mengajarkan vocabulary?
- ET : Untuk kelas IV belum pernah.
- R : Saya juga ingin minta ijin ibu untuk melakukan penelitian di kelas bahasa inggris ibu, takutnya kalau mengganggu pembelajaran ibu.
- ET : Oh iya mbak boleh. Tidak mengganggu kok.
- R : Alhamdulillah kalau begitu bu. Saya berencana untuk menggunakan wall charts sebagai media untuk mendukung pengajaran vocabulary. Nanti siswa akan saya ajak untuk membuat wall charts. Bagaimana menurut pendapat ibu?
- ET : Wall charts berarti pake gambar-gambar ya? Ya bagus mbak, biar tambah variasi media dan kegiatan. Kalau gampang dibuat dan banyak gambar bisa menarik perhatian siswa.
- R : Iya bu, pembuatannya mudah kok, semua alatnya sudah saya siapkan.
- ET : Ya. Sudah cukup mbak?
- R : Untuk saat ini sudah bu.
- ET : Kalau begitu besok saya sms ya untuk jadwal kelasnya.
- R : Baik bu, terimakasih. Maaf sudah merepotkan ibu.
- ET : Nggak apa-apa mbak. Semoga lancar ya besok dan segera selesai skripsinya.

R : Amin, terimakasih bu. Assalamualaikum.
 ET : Wa'alaikumsalam.

Interview Transcript 2

Date : Thursday, January 14th, 2016

Place : Mushola

Interviewee : Salwa / Student 25

Interviewer : Sarah / Researcher

R : Halo Salwa.
 S25 : Iya miss.
 R : Miss Sarah mau tanya-tanya sebentar ni sama Salwa. Boleh ya?
 S25 : Ya miss, tanya apa miss?
 R : Salwa suka nggak sih belajar bahasa Inggris?
 S25 : Suka miss.
 R : Kenapa sih kok suka sama bahasa Inggris?
 S25 : Soalnya bahasa inggris itu bahasa internasional. Bahasa penting.
 R : Wah Salwa pinter deh pasti. Kalau pas pelajaran bahasa Inggris biasanya seneng nggak?
 S25 : Ya seneng miss, kadang nggak seneng juga tapi, hehe.
 R : Nggak senengnya kenapa? Apa karena susah?
 S25 : Iya kadang kalau pas susah ya jadi nggak seneng miss.
 R : Susahnya gimana sih? Kesulitannya apa kalau pas pelajaran bahasa Inggris?
 S25 : Kadang lupa artinya apa.
 R : Susah nggak sih ngapalin kata-kata bahasa Inggrisnya?
 S25 : Kalau serius bisa hafal miss, kalau nggak ya lupa-lupa, hehe.
 R : Kalau pas bu guru menjelaskan, Salwa bisa langsung paham atau tidak?
 S25 : Ya kalau pake bahasa Indonesia biasanya lebih ngerti, tapi kalau pake bahasa Inggris kadang nggak ngerti.
 R : Biasanya bu guru ngajarin bahasa Inggris ngapain aja? Pernah nyanyi-nyanyi nggak?
 S25 : Biasanya dikasih kata-kata bahasa inggris, ngerjain soal. Nggak pernah nyanyi miss.
 R : Dikasih kata-kata gimana? Kata bahasa Inggris dan Indonesia?
 S25 : Disuruh nulis banyak kata bahasa Inggris terus disuruh nyari sendiri artinya miss.
 R : Pake apa biasanya? Bisa ngartiin semua nggak?
 S25 : Pake kamus, kalo nggak bisa tanya bunda.
 R : Oh itu buat pr berarti?
 S25 : Kalau nggak selesai buat pr.
 R : Kalau di sekolah, kamusnya bawa sendiri atau dari bu guru?

- S25 :Bawa sendiri.
 R :Salwa biasanya bawa nggak?
 S25 :Kadang bawa, kadang lupa, hehe.
 R : Kalau Salwa bingung, kesulitan pas ngerjain, biasanya gimana?
 S25 : Tanya bunda.
 R : Oh yang ngajarin bunda ya berarti?
 S25 : Iya miss.
 R : Pernah nggak bu guru ngajarin kata-kata pake gambar-gambar?
 S25 : Belum pernah miss.
 R : Oke Salwa, terimakasih ya.
 S25 : Iya miss.

Interview Transcript 3

Date : Thursday, January 14th, 2016

Place : Mushola

Interviewee : Farel / Student 29

Interviewer : Sarah / Researcher

- R : Halo Farel.
 S29 : Hai miss Sarah.
 R : Miss Sarah mau tanya-tanya sebentar ni sama Farel. Boleh ya?
 S29 : Boleh miss, mau tanya apa e miss?
 R : Farel suka nggak sih belajar bahasa Inggris?
 S29 : Ya suka sih.
 R : Kenapa sih kok suka sama bahasa Inggris?
 S29 : Ya karena bahasanya rumit-rumit.
 R : Lho lho, bahasanya rumit kok malah suka?
 S29 : Ya sebenarnya aku nggak suka, tapi kalo ketemu bule, aku kan harus bisa bahasa Inggris, tapi aku kurang bisa
 R : Wah Farel hebat ya, pernah coba ngomong sama bule?
 S29 : Belum, takut misalnya nanti nggak ngerti
 R : Oh ya lain kali dicoba aja Farel, nggak usah takut. Oya, kalo pas pelajaran biasanya bu guru ngajar bahasa Inggrisnya gimana?
 S29 : Ya biasa-biasa aja. Yang awal-awal, masih kata-kata bahasa Inggris.
 R : Gampang nggak?
 S29 : Ya susah-susah gampang, karena banyak yang belum tahu. Karena udah lama nggak belajar bahasa Inggris, kelas tiga itu nggak ada bahasa Inggris. Mulai lagi kelas empat ini.
 R : Kalau pas pelajaran bahasa Inggris biasanya seneng nggak? Susah nggak sih ngapalin kata-kata bahasa Inggris?
 S29 : Gampang sih, tapi ada susahnyanya.

- R : Susahnya gimana?
 S29 : Susahnya misal pas nggak hafal terus nggak tau artinya.
 R : Cara ngapalin kosakatanya gimana?
 S29 : Disebutin one tu satu, two dua, gitu.
 R : Berapa banyak kata yang dikasih bu guru?
 S29 : Banyak.
 R : Farel suka bawa kamus nggak?
 S29 : Enggak, hehe. Pinjem teman.
 R : Pernah nggak bu guru ngajar pake gambar-gambar?
 S29 : Belum pernah.
 R : Kalau Farel kesulitan, biasanya Farel belajarnya gimana?
 S29 : Kadang cari di google, kadang diajarin bunda.
 R : Oke Farel, terimakasih ya.
 S29 : Sama-sama miss.

Interview Transcript 4

- Date** : Thursday, March 3rd, 2016
Place : Teacher Office
Interviewee : Miss Nana / English Teacher
Interviewer : Sarah / Researcher

- R : Selamat siang miss Nana, mohon maaf mengganggu, saya ingin ngobrol sebentar sehubungan dengan penelitian yang sudah dilakukan kemarin.
 ET : Oh ya mbak, silahkan.
 R : Jadi bu, saya kan sudah mengajar selama dua kali pertemuan. Dari pengamatan saya, ada peningkatan yang cukup baik pada aspek vocabulary mastery siswa. Siswa lebih mudah hafal dan paham artinya sehingga bisa memasukkan dalam kalimat simple. Hanya saja di bagian pronunciation masih butuh banyak latihan.
 ET : Kalau seperti itu, berarti media *wall charts* yang dipake mbak Sarah bisa dikatakan berhasil ya? Walaupun kemajuannya masih kecil tapi kan tetap ada kemajuan. Untuk pronunciation memang dibutuhkan latihan berkali-kali, jadi lama-lama nanti juga bisa mbak.
 R : Oh iya bu, untuk penggunaan *wall charts* memang anak-anak terlihat antusias saat diajak membuatnya. Anak-anak bisa berdiskusi dengan teman kelompoknya dan hasilnya juga bagus bu.
 ET : Nah, itu berarti bagus mbak medianya. Bisa meningkatkan minat siswa.
 R : Iya sih bu, dibandingkan sebelumnya mereka terlihat tidak tertarik. Tapi ini bu, kemarin ada anak yang menangis saat akan pembagian kelompok, karena

temannya tidak mau sekelompok sama Ferdinand. Apakah biasanya memang seperti itu bu?

ET : Wah iya kalo masalah bikin kelompok ya memang bisa seperti itu mbak, karena kan mereka ada teman dekat, teman bermain, jadi kalau nggak sama temennya sendiri sering nggak mau. Ditegur dan ditegasi saja mbak.

R : Oh ya bu. Ini kan kelompok besar bu, 7-8 orang. Jadi untuk cycle 2 saya berencana untuk membuat jadi kelompok kecil, 4-5 orang saja agar lebih fokus juga dalam diskusi kelompoknya. Bagaimana menurut ibu?

ET : Iya mbak gitu aja, biar lebih gampang pembagiannya.

R : Lalu bu, kalau untuk waktunya, kemarin selesainya mepet sekali dengan bel akhir pelajaran. Karena anak-anak butuh waktu lama untuk membuat dan saat presentasi tidak langsung mau saat disuruh. Menurut ibu bagaimana?

ET : Diberi batas waktu yang jelas dan dikasih hadiah aja mbak, misal yang cepat selesai dapat nilai lebih begitu

R : Oh ya bu. Baik bu, saya rasa sudah cukup. Terimakasih banyak bu untuk waktunya.

ET : Iya mbak.

Interview Transcript 5

Date : Thursday, March 3rd, 2016

Place : Yogyakarta State University

Interviewee : Wiwik / Collaborator

Interviewer : Sarah / Researcher

R : Miss Wiwik, ngobrol sebentar ya. Minta pendapat miss tentang pembelajaran di kelas kemarin. Kemarin setelah cycle 1, menurut miss apakah kemampuan penguasaan vocabulary siswa meningkat?

W : Dari pengamatan saya, kemampuan siswa meningkat. Mungkin kemajuannya belum signifikan di semua aspek. Tetapi jika dilihat dari hasil post-test, terlihat kalau nilai siswa meningkat.

R : Kemudian bagaimana pendapat miss tentang kegiatan yang dilakukan dengan menggunakan *wall charts*?

W : Menurut saya, bagus. Anak-anak terlihat bersemangat saat pembelajaran. Kegiatan membuat *wall charts* bisa mendorong kemampuan kreatifitas siswa. Saat kerja kelompok mereka juga terlihat asyik membuat *wall charts*nya.

R : Kemudian, bagaimana dengan penyampaian materi yang saya lakukan di kelas?

W : Sudah baik. Sudah bisa mengatur anak-anak dengan baik. Hanya saja suaranya perlu diperbesar agar terkesan lebih tegas dan semua bisa mendengar.

- R : Pada cycle 1 ini, apa saja kekurangannya?
 W : Sepertinya ada pada pembagian kelompok besar. Terlalu banyak siswa dalam satu kelompok. Kemudian manajemen waktu harus lebih diperhatikan.
 R : Selanjutnya apakah saran miss untuk cycle selanjutnya?
 W : Mungkin lebih baik dibuat kelompok kecil agar siswa bisa lebih fokus saat mengerjakan. Kemudian untuk menulis vocabularynya mungkin bisa miss Sarah aja yang nulis di depan agar tidak makan waktu terlalu lama.
 R : Oke miss Wiwik. Thank you for the interview.
 W : You're welcome.

Interview Transcript 6

Date : Thursday, March 3rd, 2016

Place : Mushola

Interviewee : Tirta / Student 27

Interviewer : Sarah / Researcher

- R : Hai Tirta.
 S27 : Hehe miss.
 R : Miss mau tanya nih. Menurut Tirta, pelajaran bahasa Inggris kemarin sama miss gimana? Suka nggak?
 S27 : Suka miss. Soalnya sambil main-main.
 R : Kalau kemarin waktu bikin wall charts, gimana? Tirta bisa bikinnya?
 S27 : Bisa miss, bisa digambar-gambari ditulis-tulisi.
 R : Menurut Tirta bikin bosan nggak sih belajar pake wall charts?
 S27 : Enggak miss, malah seru.
 R : Pas wall chartsnya udah ditempel di dinding, Tirta suka baca wall charts nya nggak? Jadi lebih gampang menghafalkan kata-katanya nggak?
 S27 : Suka miss, jadi lebih hafal soalnya diliat-liat terus.
 R : Menurut Tirta, wall chartsnya udah bagus belum? Kurang apa?
 S27 : Punya kelompokku bagus miss, haha. Yang lain tulisannya jelek.
 R : Wah, memuji kelompok sendiri nih. Yang nulis Tirta po?
 S27 : Bukan, hehe.
 R : Tirta, pengennya kalo pelajaran bahasa Inggris tu belajarnya gimana?
 S27 : Main-main miss, nggak soal terus.
 R : Kalo pake gambar, pake lagu, gimana?
 S27 : Suka.
 R : Oke, thank you Tirta,

Interview Transcript 7

Date : Thursday, March 3rd, 2016

Place : Mushola

Interviewee : Hani / Student 11

Interviewer : Sarah / Researcher

R : Hai Hani

S11 : Hai miss

R : Miss mau tanya nih. Menurut Hani, pelajaran bahasa Inggris kemarin sama miss gimana? Suka nggak?

S11 : Suka miss. Soalnya nggak ngerjain soal terus.

R : Kalau kemarin waktu bikin wall charts, gimana? Hani bisa bikinnya?

S11 : Bisa miss, seneng bikinnya.

R : Menurut Hani bikin bosan nggak sih belajar pake wall charts?

S11 : Enggak.

R : Pas wall chartsnya udah ditempel di dinding, Hani suka baca wall charts nya nggak? Jadi lebih gampang menghafalkan kata-katanya nggak?

S11 : Iya liat pas ke belakang, dibaca sama gambarnya.

R : Menurut Hani, wall chartsnya udah bagus belum? Kurang apa?

S11 : Bagus. Kurang di depan soalnya aku duduk depan.

R : Hani, pengennya kalo pelajaran bahasa Inggris tu belajarnya gimana?

S11 : Kayak sama miss, nggak ngerjain terus.

R : Oke, thank you Hani.

S11 : Sama-sama miss.

Interview Transcript 8

Date : Thursday, March 24th, 2016

Place : Teacher Office

Interviewee : Miss Nana / English Teacher

Interviewer : Sarah / Researcher

R : Selamat siang miss Nana, mohon maaf mengganggu lagi bu, saya ingin ngobrol sebentar sehubungan dengan penelitian cycle 2 yang sudah dilakukan kemarin.

ET : Ya mbak, silahkan.

R : Jadi bu, berdasarkan nilai post-test ditemukan bahwa nilai rata-rata siswa secara keseluruhan meningkat. Ini hasil nilainya bu.

ET : Oh ya, bagus. Dari nilai memang terlihat ya mengalami peningkatan. Ya sudah baik mbak, tadinya kan nilainya kurang dan saat ulangan saya sering menerjemahkan.

- R :Kemudian ibu, pada cycle 2 ini, kelompok tugasnya diubah jadi lebih kecil dan rewardnya yang tercepat dan terbagus wall chartny akan ditempel. Hasilnya lebih baik bu, banyak kelompok yang mengerjakan dengan cepat. Siswa juga lebih mudah berdiskusi dalam kelompok kecil, tidak ada masalah juga saat pembagian.
- ET :Bagus itu mbak, mereka jadi lebih bisa belajar kelompok. Mungkin kurangnya karena kalo besar jadi rame kan.
- R :Jadi menurut ibu, apakah dengan penggunaan wall charts ini dapat meningkatkan kemampuan siswa dalam belajar vocabulary?
- ET :Berdasarkan laporan mbak, ya saya rasa wall charts memang bisa meningkatkan kemampuan vocabulary siswa. Mereka jadi bisa melihat vocabularynya setiap hari jadi lebih hafal.
- R :Kemudian ibu, berdasarkan laporan cycle 1 dan cycle 2, menurut ibu, apa kekurangan wall charts?
- ET :Bagus kok mbak. Mudah dibuat dan dengan ditempel mudah dilihat. Mungkin tinggal kelompoknya saja dan manajemen waktu.
- R :Baik bu, terimakasih. Maaf bu saya banyak merepotkan.
- ET :Sama-sama mbak. Nggak kok mbak.

Interview Transcript 9

Date : Thursday, March 24th, 2016

Place : Mushola

Interviewee : Ferdinand / Student 30

Interviewer : Sarah / Researcher

- R : Hai Ferdinand
- S30 : Hai miss
- R :Menurut Ferdi, kelas bahasa Inggris sama miss kemarin gimana? Suka nggak?
- S30 :Suka. Soalnya nempel-nempel gambar.
- R :Berarti Ferdi suka ya pas bikin wall charts?
- S30 :Suka miss, bisa gambar-gamabr juga.
- R :Pas wall chartsnya udah ditempel, pernah melihat ke wall chartsnya nggak?
- S30 :Pernah, sering miss. Dibaca-baca.
- R :Jadi lebih gampang menghafalkan kata bahasa Inggris nggak dengan melihat ke wall charts?
- S30 :Lebih gampang miss, soalnya bisa sering dibaca.
- R :Kemarin saat bikin wall chartsnya, Ferdi lebih suka kelompok yang berempat atau bertujuh?
- S30 :Yang berempat miss.

R :Kenapa?
 S30 :Temennya lebih enak.
 R :Okay, thank you Ferdinand.
 S30 :Iya miss.

Interview Transcript 10

Date : Thursday, March 24th, 2016
Place : Mushola
Interviewee : Nanda / Student 20
Interviewer : Sarah / Researcher

R : Hai Nanda
 S20 : Hai miss
 R :Menurut Nanda, kelas bahasa Inggris sama miss kemarin gimana? Suka nggak?
 S20 :Suka. Soalnya ada gamenya.
 R :Kalo pas bikin wall charts suka nggak Nanda? Bisa bikinnya?
 S20 :Suka. Bisa kan langsung nempel sama digambarin dan ditulisin.
 R :Pas wall chartsnya udah ditempel, suka lihat ke wall chartsnya nggak?
 S20 :Suka. Dibaca karena ada gambarnya.
 R :Jadi lebih gampang menghafalkan kata bahasa Inggris nggak dengan melihat ke wall charts?
 S20 :Lebih gampang, soalnya bisa dilihat terus.
 R :Kemarin saat bikin wall chartsnya, Nanda lebih suka kelompok yang berempat atau bertujuh?
 S20 :Yang bertujuh miss.
 R :Kenapa? Nggak rame po?
 S20 :SOalnya sama temen-temen banyak.
 R :Okay, thank you Nanda.
 S20 :Sama-sama miss.

Interview Transcript 11

Date : Thursday, March 24th, 2016
Place : Yogyakarta State University
Interviewee : Wiwik / Collaborator
Interviewer : Sarah / Researcher

R : Miss Wiwik, untuk cycle 2 ini, sesuai pengamatan, bagaimana kemampuan penguasaan vocabulary siswa?
 W :Saya rasa sudah lebih bagus daripada saat pre-test dan cycle 1. Selain dari nilai post-testnya, saat diberi pertanyaan juga lebih percaya diri menjawab

dalam bahasa Inggris. Mereka juga bisa merespon instruksi bahasa Inggris lebih cepat.

R :Apakah ada kekurangan dari cycle 2 ini?

W :Kekurangannya mungkin masih pada suara miss yang kurang tegas. Kalau manajemen waktu kemarin sudah baik karena presentasi bisa selesai sebelum bel. Untukpengelompokannya juga sudah baik, seperti kelompok 4 siswa sudah pas, mereka bisa lebih cepat selesai dan lebih fokus. Tapi kemarin kelompok yang selesai lebih dulu jadi ramai sendiri ya.

R :Oh iya, kelompok yang selesai duluan jadi mengganggu konsentrasi kelompok lain. Kalau penggunaan wall charts nya bagaimana menurut miss Wiwik?

W :Bagus miss. Siswa jadi terekspos vocabulary setiap hari karena wall charts nya dipajang. Saat pembuatan juga membuat siswa senang.

R :Okay, thank you miss Wiwik for your help.

W :You're welcome.

APPENDIX C

COURSE GRID

COURSE GRID

School : SD N Gambiranom
 Subject : Bahasa Inggris
 Grade : IV
 Semester : 2

Standard of Competency : 3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas

Basic Competency : 3.1. Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat sangat sederhana
 3.2. Memahami kalimat dan pesan tertulis sangat sederhana

Topic	Indicators	Learning Material	Activities	Media	Time	Sources
Public Places	1. Students are able to identify the vocabulary related to public places 2. Students are able to mention the meaning of the vocabulary 3. Students are able	<ul style="list-style-type: none"> - A set of Public places vocabulary and the meaning in Bahasa Indonesia - Language function: <ul style="list-style-type: none"> • Where are 	<ul style="list-style-type: none"> - The teacher leads students with a leading question about the public places. - The teacher leads students to brainstorm the vocabulary of public places. - One by one, students write down the vocabulary they know in the board. 	<ul style="list-style-type: none"> - Wall chart - Pictures of public places - Whiteboard and blackboard 	4 x 35 minutes	- Dewi, Ida Kusuma, et al. 2105. <i>Active English A Fun and Easy English Book for Grade IV of Elementary Schools</i> . Solo: PT Tiga

	to mention the name of the public places based on the picture	<p>you going if you are sick?</p> <ul style="list-style-type: none"> • I go to hospital. • Where do you usually buy vegetables? • I buy vegetables at the market. • If you want to ride a plane, where should we go? • The plane is the airport. 	<ul style="list-style-type: none"> - Students repeat after the teacher to drill the pronunciation. - The teacher puts up the wall chart in front of the class and start to describe each places in the wall chart - The teacher distributes the tools to make wall chart to the students. - The teacher divides the class into four groups. - The teacher guide students to make their own public places wall chart with their group. - Each group presents their wall chart in front of the class. 			<p>Serangkai Pustaka Mandiri.</p> <p>-Tim Penyusun.</p> <p>2015. <i>Cemara Bahasa Inggris untuk SD/MI Kelas 4 Semester 2</i>.</p> <p>Surakarta: Putra Nugraha.</p> <p>-</p> <p>http://www.mes-english.com/flashcards/people.php</p>
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			- Students put the chart on the wall.			
Occupation	<ol style="list-style-type: none"> 1. Students are able to identify the vocabulary related to occupation 2. Students are able to mention the meaning of the vocabulary 3. Students are able to mention the name of the occupation based on the picture 	<ul style="list-style-type: none"> - A set of Occupation vocabulary and the meaning in Bahasa Indonesia - Language function: <ul style="list-style-type: none"> • What do you want to be in the future? • I want to be a doctor. • Where is the place for the doctor to work? 	<ul style="list-style-type: none"> - The teacher leads students with a leading question about their future occupation. - The teacher leads students to brainstorm the vocabulary of occupation. - One by one, students write down the vocabulary they know in the board. - Students repeat after the teacher to drill the pronunciation. - The teacher puts up the wall chart in front of the class and start to describe each places in the wall chart 	<ul style="list-style-type: none"> - Wall chart - Pictures of occupation - Whiteboard and blackboard 	4 x 35 minutes	-Dewi, Ida Kusuma, et al. 2105. <i>Active English A Fun and Easy English Book for Grade IV of Elementary Schools</i> . Solo: PT Tiga Serangkai Pustaka Mandiri. -Tim Penyusun. 2015. <i>Cemara Bahasa Inggris untuk</i>

		<ul style="list-style-type: none"> • The doctor works in hospital. 	<ul style="list-style-type: none"> - The teacher distributes the tools to make wall chart to the students. - The teacher divides the class in to eight groups. - The teacher guide students to make their own public places wall chart with their group. - Each group presents their wall chart in front of the class. - Students put the chart on the wall. 			<p><i>SD/MI Kelas 4 Semester 2.</i></p> <p>Surakarta:</p> <p>Putra Nugraha.</p> <p>-http://esl-kids.com/flashcards/buildings.html</p>
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APPENDIX D

LESSON PLAN

LESSON PLAN

School : SDN Gambiranom
 Subject : English
 Class / Semester : IV / 2
 Theme : Occupation
 Time Allocation : 4 x 35 minutes (2 meetings)

A. Standard of Competence

2. Understanding simple written English in the classroom context

B. Basic Competency

- 3.1. Reading aloud in spelling the alphabet and fluently give the proper expression involving words, phrases, and simple sentences
- 3.2. Understanding simple sentences and written messages

C. Indicators

- Students are able to identify the vocabulary related to public places
- Students are able to mention the meaning of the vocabulary in bahasa Indonesia
- Students are able to mention the name of the public places based on the picture

D. Materials

1. Vocabulary List

Scientist	Baker	Coach	Businessman	Electrician
Nurse	Butcher	Mechanic	Waiter	Architect
Florist	Artist	Police	Doctor	Postman
Pilot	Politician	Photographer	Singer	Salesman
Teacher	Firefighter	Musician	Surgeon	Gardener
Chef	Army	Waitress	Barber	Dancer
Farmer	Plumber	Dentist	Astronaut	Cashier
Veterinarian	Carpenter	Actor	Actress	Shopkeeper

2. Worksheet

Search Word game (Enclosed)

E. Teaching Method

- Cooperative learning

F. Teaching Procedure

The First Meeting

1. Pre-teaching

- The teacher greets the students.
- The teacher leads prayer.
- The teacher checks students' attendance.
- The teacher explains the goal of teaching and learning.

2. Whilst teaching

- The teacher gives background knowledge about the topic.
- The teacher put up the wall charts in front of the class.
- The teacher gives lead in question.
- The students respond to the questions.
- The teacher explains about the communicative purpose of learning the vocabulary.
- The students listen to the teacher's explanation.
- The teacher asks students to write the vocabulary in the board.
- The students write the vocabulary in the board one by one guided by the teacher.
- The teacher pronounces the words one by one.
- The students repeat after the teacher to pronounce the words.
- The teacher explains the meaning of every word.
- The students take notes and listen carefully.
- The teacher asks students to make a group of two.

- The teacher gives a worksheet to do in pairs.
 - The students do the Search Word Game in pairs.
 - The teacher and the students discuss their work.
 - The students submit their works.
3. Post-teaching
- The teacher summarizes and reflects the lesson
 - The students reflect their learning
 - The teacher previews on the upcoming materials
 - The teacher ends the class by praying

The Second Meeting

1. Pre-teaching
- The teacher greets the students.
 - The teacher leads prayer.
 - The teacher checks students' attendance.
 - The teacher explains the goal of teaching and learning.
2. Whilst teaching
- The teacher guide students to recall the previous meeting lesson.
 - The teacher put up the wall charts in front f the class.
 - The teacher points the pictures from the wall charts and gives question to the students to recall the vocabularies.
 - The teacher divides the class into four big groups consists of 7-8 students.
 - The teacher distributes the tools and pictures to make the wall charts.
 - The teacher explains how to make wall charts.
 - The students listen to the teacher explanation carefully.
 - The students work in their groups to make their own wall charts.
 - The teacher oversees each group in doing the work.

- Each group presents their wall charts to their classmates.
- The teacher gives feedback on students' wall chart.
- Each group puts up their wall charts on the wall.
- The students reflect on their work done.

3. Post-teaching

- The teacher summarizes and reflects the lesson
- The students reflect their learning
- The teacher previews on the upcoming materials
- The teacher ends the class by praying

G. Media

- Wall charts
- Pictures of Occupation (Enclosed)

H. Sources

Dewi, Ida Kusuma, et al. 2105. *Active English A Fun anf Easy English Book for Grade IV of Elementary Schools*. Solo: PT Tiga Serangkai Pustaka Mandiri.

Tim Penyusun. 2015. *Cemara Bahasa Inggris untuk SD/MI Kelas 4 Semester 2*. Surakarta: Putra Nugraha.

<http://www.mes-english.com/flashcards/people.php>

Pictures of Occupation

マークの英会話教室 長野県佐久

www.mes-english.com



a doctor



a policeman



a fireman



a mailman



a nurse



a bus driver



a pilot



a teacher



a waiter



a barber



a student



a cook

people - jobs

www.mes-english.com



an actor



an actress



an astronaut



a carpenter



a cashier



a construction worker



a dentist



an engineer



a farmer



a plumber



a reporter



a secretary



a security guard



a soldier



a veterinarian



a waitress



an eye doctor



a dancer

Jobs - Occupations

www.mes-english.com



a scientist



a coach



a politician



a deliveryman



a baker



a butcher



a surgeon



a florist



an archeologist



a mechanic



an artist



an athlete



a salesman



a musician



a photographer



an electrician



a businessman



an architect

LESSON PLAN

School : SDN Gambiranom
 Subject : English
 Class / Semester : IV / 2
 Theme : Public Places
 Time Allocation : 4 x 35 minutes (2 meetings)

I. Standard of Competence

3. Understanding simple written English in the classroom context

J. Basic Competency

3.1. Reading aloud in spelling the alphabet and fluently give the proper expression involving words, phrases, and simple sentences

3.2. Understanding simple sentences and written messages

K. Indicators

- Students are able to identify the vocabulary related to public places
- Students are able to mention the meaning of the vocabulary in bahasa Indonesia
- Students are able to mention the name of the public places based on the picture

L. Materials

1. Vocabulary List

School	Hospital	Mosque	Library	Police Station
Museum	Restaurant	Railway Station	Airport	Bus Station
Zoo	Harbour	Post Office	Cinema	Bank
Jail	Gas Station	Hotel	Park	Supermarket
Market	University	Drug Store	Church	Book Store
Barber Shop	Mall	Swimming Pool	Bakery	Stadium

2. Bingo Game

M. Teaching Method

- Cooperative learning

N. Teaching Procedure

The First Meeting

1. Pre-teaching

- The teacher greets the students.
- The teacher leads prayer.
- The teacher checks students' attendance.
- The teacher explains the goal of teaching and learning.

2. Whilst teaching

- The teacher gives background knowledge about the topic.
- The teacher put up the wall charts in front of the class.
- The teacher gives lead in question.
- The students respond to the questions.
- The teacher explains about the communicative purpose of learning the vocabulary.
- The students listen to the teacher's explanation.
- The teacher asks students to mention vocabulary of public places.
- The teacher writes the vocabulary in the board one by one.
- The students write the vocabulary in their book.
- The teacher pronounces the words one by one.
- The students repeat after the teacher to pronounce the words.
- The teacher explains the meaning of every word.
- The students take notes and listen carefully.
- The teacher asks students to make a 4x4 box
- The teacher explains about how to play Bingo Game.
- The students do the Bingo Game together with the teacher.

- The teacher and the students discuss their work.
 - The students submit their works.
3. Post-teaching
- The teacher summarizes and reflects the lesson
 - The students reflect their learning
 - The teacher previews on the upcoming materials
 - The teacher ends the class by praying

The Second Meeting

1. Pre-teaching
- The teacher greets the students.
 - The teacher leads prayer.
 - The teacher checks students' attendance.
 - The teacher explains the goal of teaching and learning.
2. Whilst teaching
- The teacher guide students to recall the previous meeting lesson.
 - The teacher put up the wall charts in front f the class.
 - The teacher points the pictures from the wall charts and gives question to the students to recall the vocabularies.
 - The teacher divides the class into seven small groups consists of 4-5 students.
 - The teacher distributes the tools and pictures to make the wall charts.
 - The teacher explains how to make wall charts.
 - The students listen to the teacher explanation carefully.
 - The students work in their groups to make their own wall charts.
 - The teacher oversees each group in doing the work.
 - Each group presents their wall charts to their classmates.
 - The teacher gives feedback on students' wall chart.

- Each group puts up their wall charts on the wall.
 - The students reflect on their work done.
3. Post-teaching
- The teacher summarizes and reflects the lesson
 - The students reflect their learning
 - The teacher previews on the upcoming materials
 - The teacher ends the class by praying

O. Media

- Wall charts
- Pictures of Public Places (Enclosed)

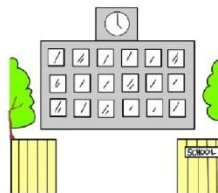
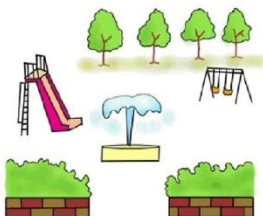
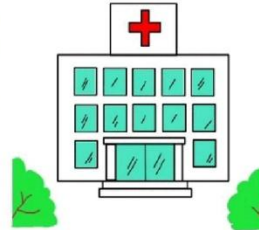
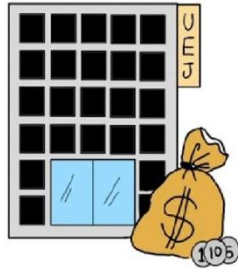
P. Sources

Dewi, Ida Kusuma, et al. 2105. *Active English A Fun anf Easy English Book for Grade IV of Elementary Schools*. Solo: PT Tiga Serangkai Pustaka Mandiri.

Tim Penyusun. 2015. *Cemara Bahasa Inggris untuk SD/MI Kelas 4 Semester 2*. Surakarta: Putra Nugraha.

<http://esl-kids.com/flashcards/buildings.html>

Pictures of Public Places





APPENDIX E

THE VOCABULARY

TEST

VOCABULARY TEST

Name: _____

Attendee's Number: _____

1. Mr. Anto spends much his time for sailing. He is a/an....
 - a. pirate
 - b. tailor
 - c. pilot
 - d. sailor
2. Mr. Toni works at a school. He teaches English to the students. He is a....
 - a. cashier
 - b. secretary
 - c. teacher
 - d. receptionist
3. The person flies an airplane is....
 - a. pilot
 - b. driver
 - c. conductor
 - d. rider
4. Indonesia Idol and X Factor are looking for talented....
 - a. actors
 - b. actresses
 - c. singers
 - d. poets
5. The person who serves the costumers in a store is a....
 - a. waiter
 - b. shopkeeper
 - c. customer service
 - d. teacher
6. There are kinds of professions which have jobs to entertain people, except....
 - a. singer
 - b. actor
 - c. clown
 - d. gardener
7. Mrs. Nadia works in the bank. She helps the customer to withdraw or save money. She is a....
 - a. cashier
 - b. secretary
 - c. teller
 - d. receptionist
8. Female flight attendant is also called a....
 - a. waiter
 - b. stewardess
 - c. waitress
 - d. model
9. Yuna's father delivers letter and package to the addressee. Yunas's father is a/an....
 - a. police
 - b. postman
 - c. driver
 - d. teller

10. There are kind of professions in the school, except....
- teacher
 - teller
 - headmaster
 - librarian
11. Lia likes dancing. She often dances on the stage. She is a....
- singer
 - dancer
 - actress
 - teacher
12. Mr. budi's job is repairing his costumers' motorcycles. He is a/an....
- mechanic
 - engineer
 - manager
 - waiter
13. There are some professions in the hospitals, except....
- dentist
 - doctor
 - midwife
 - housemaid
14. Mr. Siswanto is a teacher. He works at....
- restaurant
 - hotel
 - school
 - library
15. Sasa gets headache. She buys medicine at the....
- drugstore
 - market
 - laboratory
 - hospital
16. Tono is going to the....to borrow books.
- market
 - school
 - bookstore
 - library
17. Mr. Lucas is a doctor. He goes to the....to treat sick people.
- hospital
 - laboratory
 - airport
 - harbour
18. Taufik needs to cut his hair. He is going to the....
- barber shop
 - pet shop
 - drugstore
 - florist
19. Ria wants to see animals. Ria and her family go to....
- pet shop
 - market
 - harbour
 - zoo
20. If we want to ride the plane, we should go to the....
- harbour
 - bus station
 - airport
 - railway station

21. Mr. Iksan is going to do Friday prayers. He will go to the....
- a. church
 - b. temple
 - c. mosque
 - d. vihara
22. The criminals and thieves will be put in the....
- a. jail
 - b. zoo
 - c. stadium
 - d. police station
23. Wina wants to go to Solo by using Pramek. She will go to the....
- a. bus station
 - b. railway station
 - c. harbour
 - d. airport
24. There are some places in the school, except....
- a. jail
 - b. library
 - c. canteen
 - d. office
25. Joko wants to buy vegetables. He has to go to....
- a. gas station
 - b. drugstore
 - c. market
 - d. repair shop
26. Sinta needs to save her money. She should go to the....
- a. court
 - b. market
 - c. laboratory
 - d. bank

VOCABULARY PRE-TEST

Name: _____

Attendee's Number: _____

1. Mr. Anto spends much his time for sailing. He is a/an....
 - a. pirate
 - b. tailor
 - c. pilot
 - d. sailor
2. The person flies an airplane is....
 - a. pilot
 - b. driver
 - c. conductor
 - d. rider
3. Indonesia Idol and X Factor are looking for talented....
 - a. actors
 - b. actresses
 - c. singers
 - d. poets
4. The person who serves the costumers in a store is a....
 - a. waiter
 - b. shopkeeper
 - c. customer service
 - d. teacher
5. There are kinds of professions which have jobs to entertain people, except....
 - a. singer
 - b. actor
 - c. clown
 - d. gardener
6. Mrs. Nadia works in the bank. She helps the customer to withdraw or save money. She is a....
 - a. cashier
 - b. secretary
 - c. teller
 - d. receptionist
7. Yuna's father delivers letter and package to the addressee. Yunas's father is a/an....
 - a. police
 - b. postman
 - c. driver
 - d. teller
8. There are kind of professions in the school, except....
 - a. teacher
 - b. teller
 - c. headmaster
 - d. librarian
9. Lia likes dancing. She often dances on the stage. She is a....
 - a. singer
 - b. dancer
 - c. actress
 - d. teacher

10. Mr. Budi's job is repairing his customers' motorcycles. He is a/an....
- mechanic
 - engineer
 - manager
 - waiter
11. Mr. Siswanto is a teacher. He works at....
- restaurant
 - hotel
 - school
 - library
12. Sasa gets headache. She buys medicine at the....
- drugstore
 - market
 - laboratory
 - hospital
13. Tono is going to the....to borrow books.
- market
 - school
 - bookstore
 - library
14. Mr. Lucas is a doctor. He goes to the....to treat sick people.
- hospital
 - laboratory
 - airport
 - harbor
15. Ria wants to see animals. Ria and her family go to....
- pet shop
 - market
 - harbour
 - zoo
16. If we want to ride the plane, we should go to the....
- harbour
 - bus station
 - airport
 - railway station
17. Wina wants to go to Solo by using Pramek. She will go to the....
- bus station
 - railway station
 - harbour
 - airport
18. There are some places in the school, except....
- jail
 - library
 - canteen
 - office
19. Joko wants to buy vegetables. He has to go to....
- gas station
 - drugstore
 - market
 - repair shop
20. Sinta needs to save her money. She should go to the....
- court
 - market
 - laboratory
 - bank

VOCABULARY POST-TEST 1**Name:** _____**Attendee's Number:** _____**Date:** _____

1. Mr. Anto spends much his time for sailing. He is a/an....
 - a. pirate
 - b. tailor
 - c. pilot
 - d. sailor
2. The person flies an airplane is....
 - a. pilot
 - b. driver
 - c. conductor
 - d. rider
3. Indonesia Idol and X Factor are looking for talented....
 - a. actors
 - b. actresses
 - c. singers
 - d. poets
4. The person who serves the costumers in a store is a....
 - a. waiter
 - b. shopkeeper
 - c. customer service
 - d. teacher
5. There are kinds of professions which have jobs to entertain people, except....
 - a. singer
 - b. actor
 - c. clown
 - d. gardener
6. Mrs. Nadia works in the bank. She helps the customer to withdraw or save money. She is a....
 - a. cashier
 - b. secretary
 - c. teller
 - d. receptionist
7. Yuna's father delivers letter and package to the addressee. Yunas' father is a/an....
 - a. police
 - b. postman
 - c. driver
 - d. teller
8. There are kind of professions in the school, except....
 - a. teacher
 - b. teller
 - c. headmaster
 - d. librarian
9. Lia likes dancing. She often dances on the stage. She is a....
 - a. singer
 - b. dancer
 - c. actress
 - d. teacher
10. Mr. budi's job is repairing his costumers' motorcycles. He is a/an
 - a. mechanic
 - b. engineer
 - c. manager
 - d. waiter

VOCABULARY POST-TEST 2**Name:** _____**Attendee's Number:** _____**Date:** _____

1. Mr. Siswanto is a teacher. He works at....
 - a. restaurant
 - b. hotel
 - c. school
 - d. library
2. Sasa gets headache. She buys medicine at the....
 - a. drugstore
 - b. market
 - c. laboratory
 - d. hospital
3. Tono is going to the....to borrow books.
 - a. market
 - b. school
 - c. bookstore
 - d. library
4. Mr. Lucas is a doctor. He goes to the....to treat sick people.
 - a. hospital
 - b. laboratory
 - c. airport
 - a. harbor
5. Ria wants to see animals. Ria and her family go to....
 - a. pet shop
 - b. market
 - c. harbour
 - d. zoo
6. If we want to ride the plane, we should go to the....
 - a. harbour
 - b. bus station
 - c. airport
 - d. railway station
7. Wina wants to go to Solo by using Pramek. She will go to the....
 - a. bus station
 - b. railway station
 - c. harbour
 - d. airport
8. There are some places in the school, except....
 - a. jail
 - b. library
 - c. canteen
 - d. office
9. Joko wants to buy vegetables. He has to go to....
 - a. gas station
 - b. drugstore
 - c. market
 - d. repair shop
10. Sinta needs to save her money. She should go to the....
 - a. court
 - b. market
 - c. laboratory
 - d. bank

APPENDIX F
THE STUDENTS'
SCORE

STUDENTS' VOCABULARY SCORE

No	Name	Score			
		Pre Test 1	Pre Test 2	Post Test 1	Post Test 2
1	Brian Adi Febriansyah	30	30	60	70
2	Abidzar Gian Aji	30	30	50	60
3	Adrian Putra Bagaskara	60	80	70	80
4	Aisha Sahda Nuryani	10	20	60	70
5	Aisya Risa Putri Subagyo	20	40	80	80
6	Chryslyn Raenandini Jatmiko	100	80	90	80
7	Cleopatriasari Choirunnisa	50	60	80	80
8	Dian Hendi Kusuma Putra	50	60	60	70
9	Fahri Arifal Marwan	40	30	60	70
10	Gusvika Vara Fahlevi	60	80	80	80
11	Hanifah	60	50	60	70
12	Hanna Shafa Izzati	40	80	70	80
13	Ilham Surya Saputra	40	50	70	80
14	Iqbal Ilham Yuniansyah	50	80	90	90
15	Maulana Tabah Bintang Pangestu	60	40	50	60
16	Muhammad Daffa Ridho Sharpputra	30	60	60	70
17	Muhammad Fadhly Adha	60	70	90	90
18	Muhammad Galang Atika Putra	40	80	70	70
19	Nadine Adila Ghoney	40	70	80	90
20	Nanda Ragil Zurita	60	70	70	80
21	Nindya Shofy Ramadhani	40	50	70	80
22	Oktavia Eka Rahmawati	40	20	60	70
23	Ridwan Bayu Ramadhan	50	70	80	80
24	Rio Bagus Sentana	70	30	60	70
25	Salwa Febrianka Saputri	50	70	80	80
26	Taufiq Alqadri	50	50	70	80
27	Wardinoto Tirta Haryono	40	50	70	80
28	Zaenal Arifin	40	40	80	90
29	Muhammad Farel Hartanto	40	80	70	90
30	Ferdinand Kurnia Wijaya	30	90	80	80
	Mean	46	57	70.66	77.33

APPENDIX G

OBSERVATION

CHECKLISTS

OBSERVATION CHECKLIST

Date : Thursday, February 18th 2016

Cycle : 1

Meeting : 1

Observer : Wiwik Sri Lestari, S.Pd.

No.	Observation Items	Yes	No	Comment
	Pre-teaching			
1	The teacher greets students.	√		
2	The students respond to the greeting addressed by the teacher	√		
3	The teacher checks the students' attendance	√		
4	The teacher leads the prayer	√		
5	The teacher checks the students' readiness	√		
6	The teacher explains the goal of teaching and learning	√		
	Whilst-teaching			
1	The teacher gives background knowledge about the topic.	√		
2	The teacher put up the wall charts in front of the class.	√		
3	The teacher gives lead in question.	√		
4	The students respond to the questions.	√		
5	The teacher explains about the communicative purpose of learning the vocabulary.	√		
6	The students listen to the teacher's explanation.	√		
7	The teacher asks students to write the vocabulary in the board.	√		
8	The students write the vocabulary in the board one by one guided by the teacher.	√		
9	The teacher pronounces the words one by one.	√		
10	The students repeat after the teacher to pronounce the words.	√		
11	The teacher explains the meaning of every word.	√		
12	The students take notes and listen carefully.	√		

13	The teacher asks students to make a group of two.	√		
14	The teacher gives activities to do in pairs.	√		
15	The students do the activities in pairs.	√		
16	The teacher and the students discuss their work.	√		
17	The students submit their works.	√		
	Post-teaching			
1	The teacher and the students summarize and reflect the lesson	√		
2	The students reflect their learning	√		
3	The teacher previews on the upcoming materials		√	
4	The teacher ends the class by praying	√		
	Class Situation			
1	The students actively take parts in each class activity	√		
2	The time allocation is appropriate		√	
3	The teacher's instruction is clear	√		

OBSERVATION CHECKLIST

Date : Thursday, February 25th 2016

Cycle : 1

Meeting : 2

Observer : Wiwik Sri Lestari, S.Pd.

No.	Observation Items	Yes	No	Comment
	Pre-teaching			
1	The teacher greets students.	√		
2	The students respond to the greeting addressed by the teacher	√		
3	The teacher checks the students' attendance	√		
4	The teacher leads the prayer	√		
5	The teacher checks the students' readiness	√		
6	The teacher explains the goal of teaching and learning	√		
7	The teacher gives lead-in question	√		
	Whilst-teaching			
1	The teacher guide students to recall the previous meeting lesson.	√		
2	The teacher put up the wall charts in front f the class.	√		
3	The teacher points the pictures from the wall charts and gives question to the students to recall the vocabularies.	√		
4	The teacher divides the class into four big groups consists of 7-8 students.		√	Some of the male students did not want to be in one group with the female students.
5	The teacher distributes the tools and pictures to make the wall charts.	√		
6	The teacher explains how to make wall charts.	√		
7	The students listen to the teacher explanation carefully.		√	Some of the students sitting on the back were playing by themselves

8	The students work in their groups to make their own wall charts.	√		
9	The teacher oversees each group in doing the work.	√		
10	Each group presents their wall charts to their classmates.	√		
11	The teacher gives feedback on students' wall chart.	√		
12	Each group puts up their wall charts on the wall.	√		
13	The students reflect on their work done.	√		
14	The teacher guide students to recall the previous meeting lesson.	√		
15	The teacher put up the wall charts in front f the class.	√		
16	The teacher points the pictures from the wall charts and gives question to the students to recall the vocabularies.	√		
17	The teacher divides the class into four big groups consists of 7-8 students.	√		
	Post-teaching			
1	The teacher and the students summarize and reflect the lesson	√		
2	The students reflect their learning	√		
3	The teacher previews on the upcoming materials	√		
4	The teacher ends the class by praying	√		
	Class Situation			
1	The students actively take parts in each class activity	√		
2	The time allocation is appropriate	√		
3	The teacher's instruction is clear	√		

OBSERVATION CHECKLIST

Date : Thursday, March 25th 2016

Cycle : 2

Meeting : 1

Observer : Wiwik Sri Lestari, S.Pd.

No.	Observation Items	Yes	No	Comment
	Pre-teaching			
1	The teacher greets students.	√		
2	The students respond to the greeting addressed by the teacher	√		
3	The teacher checks the students' attendance	√		
4	The teacher leads the prayer	√		
5	The teacher checks the students' readiness	√		
6	The teacher explains the goal of teaching and learning	√		
7	The teacher gives lead-in question	√		
	Whilst-teaching			
1	The teacher gives background knowledge about the topic.	√		
2	The teacher put up the wall charts in front of the class.	√		
3	The teacher gives lead in question.	√		
4	The students respond to the questions.	√		
5	The teacher explains about the communicative purpose of learning the vocabulary.	√		
6	The students listen to the teacher's explanation.	√		
7	The teacher asks students to mention the public places vocabulary.	√		
8	The teacher writes the vocabulary in the board.	√		
9	The teacher pronounces the words one by one.	√		
10	The students repeat after the teacher to pronounce the words.	√		
11	The teacher explains the meaning of every word.	√		

12	The students take notes and listen carefully.	√		
13	The teacher asks students to make 4x4 tables.	√		
14	The teacher explains about how to play Bingo Game.			
15	The students do the Bingo Game together with the teacher			
16	The students do the Bingo Game individually.	√		
17	The teacher and the students discuss their work.	√		
	Post-teaching			
1	The teacher and the students summarize and reflect the lesson	√		
2	The teacher previews on the upcoming materials	√		
3	The teacher ends the class by praying	√		
	Class Situation			
1	The students actively take parts in each class activity	√		
2	The time allocation is appropriate	√		
3	The teacher's instruction is clear	√		

OBSERVATION CHECKLIST

Date : Thursday, March 17th 2016

Cycle : 2

Meeting : 2

Observer : Wiwik Sri Lestari, S.Pd.

No.	Observation Items	Yes	No	Comment
	Pre-teaching			
1	The teacher greets students.	√		
2	The students respond to the greeting addressed by the teacher	√		
3	The teacher checks the students' attendance	√		
4	The teacher leads the prayer	√		
5	The teacher checks the students' readiness	√		
6	The teacher explains the goal of teaching and learning	√		
7	The teacher gives lead-in question	√		
	Whilst-teaching			
1	The teacher guide students to recall the previous meeting lesson.	√		
2	The teacher put up the wall charts in front f the class.	√		
3	The teacher points the pictures from the wall charts and gives question to the students to recall the vocabularies.	√		
4	The teacher divides the class into seven small groups consists of 4-5 students.	√		
5	The teacher distributes the tools and pictures to make the wall charts.	√		
6	The teacher explains how to make wall charts.	√		
7	The students listen to the teacher explanation carefully.	√		
8	The students work in their groups to make their own wall charts.	√		
9	The teacher oversees each group in doing the work.	√		
10	Each group presents their wall charts to their classmates.	√		

11	The teacher gives feedback on students' wall chart.	√		
12	Each group puts up their wall charts on the wall.	√		
13	The students reflect on their work done.	√		
	Post-teaching			
1	The teacher and the students summarize and reflect the lesson	√		
2	The teacher previews on the upcoming materials	√		
3	The teacher ends the class by praying	√		
	Class Situation	√		
1	The students actively take parts in each class activity	√		
2	The students reflect their learning	√		
3	The time allocation is appropriate	√		
4	The teacher's instruction is clear	√		

APPENDIX H

VALIDITY &

RELIABILITY

TESTS

The Result of The Vocabulary Try-Out Test
for The Validity and Reliability Test
Pre-Test 1 Occupation

	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	10	10	10	10	0	10	10	10	10	10	10	10	10	120
2	10	0	0	0	0	10	0	10	0	10	0	0	0	40
3	10	10	10	0	10	10	0	0	10	10	10	10	10	100
4	0	0	0	0	0	0	0	0	0	0	10	0	0	10
5	0	0	0	0	0	0	0	10	0	0	10	0	0	20
6	10	10	10	10	10	10	10	10	10	10	0	10	10	120
7	10	10	0	0	10	10	0	0	0	10	10	10	0	70
8	0	10	10	0	10	0	0	0	10	0	0	10	10	60
9	0	10	0	0	10	0	0	10	0	0	10	10	0	50
10	0	10	0	10	10	0	10	10	0	0	10	10	0	70
11	10	0	10	0	10	10	0	10	10	10	0	0	10	80
12	0	10	0	0	0	0	0	10	0	0	10	10	0	40
13	0	10	10	0	0	0	0	0	10	0	10	10	10	60
14	10	10	10	0	0	10	0	0	10	10	0	10	10	80
15	10	10	10	10	10	10	10	0	10	10	0	10	10	110
16	0	0	0	0	10	0	0	10	0	0	10	0	0	30
17	10	10	10	0	10	10	0	0	10	10	0	10	10	90
18	0	10	10	0	0	0	0	0	10	0	0	10	10	50
19	0	0	0	0	10	0	0	10	0	0	10	0	0	30
20	10	10	10	10	10	10	10	0	10	10	0	10	10	110
21	0	0	0	0	10	0	0	0	0	0	10	0	0	20
22	10	0	0	0	10	10	0	10	0	10	0	0	0	50
23	10	10	10	0	10	10	0	0	10	10	0	10	10	90
24	0	10	10	10	10	0	10	0	10	0	0	10	10	80
25	10	10	10	0	10	10	0	0	10	10	10	10	10	100
26	0	10	10	0	10	0	0	0	10	0	0	10	10	60
27	0	0	0	10	0	0	10	10	0	0	10	0	0	40
28	10	0	0	10	0	10	10	10	0	10	10	0	0	70
29	0	10	10	0	0	0	0	0	10	0	10	10	10	60
30	0	10	0	0	0	0	0	10	0	0	10	10	0	40

The Result of The Vocabulary Try-Out Test

for The Validity and Reliability Test

Pre-Test 2

	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	0	0	10	0	10	10	10	0	0	10	0	10	10	70
2	10	0	10	10	10	10	10	0	10	10	10	10	0	100
3	10	10	0	10	0	0	0	10	0	0	10	0	10	60
4	0	0	10	0	10	10	0	0	0	10	0	10	0	50
5	10	0	10	10	0	10	0	0	10	0	10	10	10	80
6	0	10	0	0	10	0	10	10	0	10	0	0	10	60
7	10	0	10	10	10	10	10	0	10	10	10	10	0	100
8	0	10	0	0	0	0	0	10	0	0	0	0	10	30
9	10	0	0	10	0	0	0	0	10	0	10	0	0	40
10	0	0	10	0	10	10	10	0	10	10	0	10	10	80
11	10	10	10	10	10	10	10	10	10	10	10	10	10	130
12	10	10	0	0	0	0	0	10	0	0	10	0	0	40
13	0	10	0	0	0	0	0	10	0	0	0	0	10	30
14	10	10	10	10	10	10	10	10	10	10	10	10	10	130
15	10	0	10	10	10	10	10	0	10	10	10	10	0	100
16	0	0	10	0	0	10	0	0	0	0	0	10	0	30
17	0	10	10	0	10	10	10	10	0	10	0	10	10	90
18	0	10	0	0	0	0	0	10	0	0	0	0	10	30
19	10	0	10	10	0	0	0	0	10	0	10	10	0	60
20	10	10	10	10	10	10	10	10	10	10	10	10	10	130
21	0	0	0	0	0	0	10	10	0	0	0	0	0	20
22	10	10	10	10	10	10	10	10	10	10	10	10	10	130
23	0	10	10	0	0	10	0	10	0	0	0	10	10	60
24	10	0	0	10	0	0	0	0	10	0	10	0	0	40
25	10	10	10	10	10	10	10	10	10	10	10	10	10	130
26	0	10	0	0	0	0	0	10	0	0	0	0	10	30
27	10	0	10	10	0	0	0	0	10	0	10	10	10	70
28	10	0	10	10	10	10	10	0	10	10	10	10	0	100
29	0	10	0	0	0	0	0	10	0	0	0	0	10	30
30	10	10	10	10	10	10	0	0	10	10	10	10	0	100

THE RESULT OF VALIDITY TEST OF THE PRE-TEST 1

		Correlations													
		item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11	item12	item13	Skortot
item1	Pearson Correlation	1	.094	.339	.191	.218	1.000	.191	-.071	.339	1.000	-.396	.094	.339	.708
	Sig. (2-tailed)		.619	.067	.311	.247	.000	.311	.708	.067	.000	.031	.619	.067	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item2	Pearson Correlation	.094	1	.614	.107	.144	.094	.107	-.472	.614	.094	-.190	1.000	.614	.609
	Sig. (2-tailed)	.619		.000	.575	.447	.619	.575	.008	.000	.619	.314	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item3	Pearson Correlation	.339	.614	1	.111	.191	.339	.111	-.598	1.000	.339	-.548	.614	1.000	.730
	Sig. (2-tailed)	.067	.000		.560	.312	.067	.560	.000	.000	.067	.002	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item4	Pearson Correlation	.191	.107	.111	1	.031	.191	1.000	.191	.111	.191	-.081	.107	.111	.499
	Sig. (2-tailed)	.311	.575	.560		.872	.311	.000	.311	.560	.311	.670	.575	.560	.005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item5	Pearson Correlation	.218	.144	.191	.031	1	.218	.031	-.191	.191	.218	-.302	.144	.191	.338
	Sig. (2-tailed)	.247	.447	.312	.872		.247	.872	.312	.312	.247	.105	.447	.312	.068
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item6	Pearson Correlation	1.000	.094	.339	.191	.218	1	.191	-.071	.339	1.000	-.396	.094	.339	.708
	Sig. (2-tailed)	.000	.619	.067	.311	.247		.311	.708	.067	.000	.031	.619	.067	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item7	Pearson Correlation	.191	.107	.111	1.000	.031	.191	1	.191	.111	.191	-.081	.107	.111	.499
	Sig. (2-tailed)	.311	.575	.560	.000	.872	.311		.311	.560	.311	.670	.575	.560	.005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item8	Pearson Correlation	-.071	-.472	-.598	.191	-.191	-.071	.191	1	-.598	-.071	.279	-.472	-.598	-.243
	Sig. (2-tailed)	.708	.008	.000	.311	.312	.708	.311		.000	.708	.136	.008	.000	.195
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item9	Pearson Correlation	.339	.614	1.000	.111	.191	.339	.111	-.598	1	.339	-.548	.614	1.000	.730
	Sig. (2-tailed)	.067	.000	.000	.560	.312	.067	.560	.000		.067	.002	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item10	Pearson Correlation	1.000	.094	.339	.191	.218	1.000	.191	-.071	.339	1	-.396	.094	.339	.708
	Sig. (2-tailed)	.000	.619	.067	.311	.247	.000	.311	.708	.067		.031	.619	.067	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item11	Pearson Correlation	-.396	-.190	-.548	-.081	-.302	-.396	-.081	.279	-.548	-.396	1	-.190	-.548	-.390
	Sig. (2-tailed)	.031	.314	.002	.670	.105	.031	.670	.136	.002	.031		.314	.002	.033
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item12	Pearson Correlation	.094	1.000	.614	.107	.144	.094	.107	-.472	.614	.094	-.190	1	.614	.609
	Sig. (2-tailed)	.619	.000	.000	.575	.447	.619	.575	.008	.000	.619	.314		.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item13	Pearson Correlation	.339	.614	1.000	.111	.191	.339	.111	-.598	1.000	.339	-.548	.614	1	.730
	Sig. (2-tailed)	.067	.000	.000	.560	.312	.067	.560	.000	.000	.067	.002	.000		.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Skortot	Pearson Correlation	.708**	.609**	.730**	.499**	.338	.708**	.499**	-.243	.730**	.708**	-.390*	.609**	.730**	1
	Sig. (2-tailed)	.000	.000	.000	.005	.068	.000	.005	.195	.000	.000	.033	.000	.000	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

THE RESULT OF RELIABILITY TEST OF PRE-TEST 1

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.868	10

Item Statistics

	Mean	Std. Deviation	N
item1	4.67	5.074	30
item2	6.67	4.795	30
item3	5.33	5.074	30
item4	2.67	4.498	30
item6	4.67	5.074	30
item7	2.67	4.498	30
item9	5.33	5.074	30
item10	4.67	5.074	30
item12	6.67	4.795	30
item13	5.33	5.074	30

THE RESULT OF VALIDITY TEST OF THE PRE-TEST 2

		Correlations													
		item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11	item12	item13	Skortot
item1	Pearson Correlation	1	-.144	.312	.935 ^{**}	.202	.186	.144	-.279	.800 ^{**}	.202	1.000 ^{**}	.312	-.302	.603 ^{**}
	Sig. (2-tailed)		.448	.094	.000	.285	.326	.448	.136	.000	.285	.000	.094	.105	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item2	Pearson Correlation	-.144	1	-.296	-.205	.000	-.144	-.063	.866 ^{**}	-.339	.000	-.144	-.296	.600 ^{**}	.118
	Sig. (2-tailed)	.448		.113	.276	1.000	.448	.743	.000	.067	1.000	.448	.113	.000	.535
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item3	Pearson Correlation	.312	-.296	1	.397 ^{**}	.623 ^{**}	.870 ^{**}	.434 ^{**}	-.434 ^{**}	.536 ^{**}	.623 ^{**}	.312	1.000 ^{**}	-.056	.729 ^{**}
	Sig. (2-tailed)	.094	.113		.030	.000	.000	.016	.016	.002	.000	.094	.000	.767	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item4	Pearson Correlation	.935 ^{**}	-.205	.397 ^{**}	1	.267	.261	.205	-.339	.866 ^{**}	.267	.935 ^{**}	.397 ^{**}	-.218	.658 ^{**}
	Sig. (2-tailed)	.000	.276	.030		.153	.164	.276	.067	.000	.153	.000	.030	.247	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item5	Pearson Correlation	.202	.000	.623 ^{**}	.267	1	.740 ^{**}	.802 ^{**}	-.134	.401 ^{**}	1.000 ^{**}	.202	.623 ^{**}	.000	.790 ^{**}
	Sig. (2-tailed)	.285	1.000	.000	.153		.000	.000	.481	.028	.000	.285	.000	1.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item6	Pearson Correlation	.186	-.144	.870 ^{**}	.261	.740 ^{**}	1	.548 ^{**}	-.279	.396 ^{**}	.740 ^{**}	.186	.870 ^{**}	-.027	.734 ^{**}
	Sig. (2-tailed)	.326	.448	.000	.164	.000		.002	.136	.031	.000	.326	.000	.885	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item7	Pearson Correlation	.144	-.063	.434 ^{**}	.205	.802 ^{**}	.548 ^{**}	1	.071	.339	.802 ^{**}	.144	.434 ^{**}	.082	.683 ^{**}
	Sig. (2-tailed)	.448	.743	.016	.276	.000	.002		.708	.067	.000	.448	.016	.667	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item8	Pearson Correlation	-.279	.866 ^{**}	-.434 ^{**}	-.339	-.134	-.279	.071	1	-.473 ^{**}	-.134	-.279	-.434 ^{**}	.600 ^{**}	-.031
	Sig. (2-tailed)	.136	.000	.016	.067	.481	.136	.708		.008	.481	.136	.016	.000	.871
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item9	Pearson Correlation	.800 ^{**}	-.339	.536 ^{**}	.866 ^{**}	.401 ^{**}	.396 ^{**}	.339	-.473 ^{**}	1	.401 ^{**}	.800 ^{**}	.536 ^{**}	-.218	.695 ^{**}
	Sig. (2-tailed)	.000	.067	.002	.000	.028	.031	.067	.008		.028	.000	.002	.247	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item10	Pearson Correlation	.202	.000	.623 ^{**}	.267	1.000 ^{**}	.740 ^{**}	.802 ^{**}	-.134	.401 ^{**}	1	.202	.623 ^{**}	.000	.790 ^{**}
	Sig. (2-tailed)	.285	1.000	.000	.153	.000	.000	.000	.481	.028		.285	.000	1.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item11	Pearson Correlation	1.000 ^{**}	-.144	.312	.935 ^{**}	.202	.186	.144	-.279	.800 ^{**}	.202	1	.312	-.302	.603 ^{**}
	Sig. (2-tailed)	.000	.448	.094	.000	.285	.326	.448	.136	.000	.285		.094	.105	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item12	Pearson Correlation	.312	-.296	1.000 ^{**}	.397 ^{**}	.623 ^{**}	.870 ^{**}	.434 ^{**}	-.434 ^{**}	.536 ^{**}	.623 ^{**}	.312	1	-.056	.729 ^{**}
	Sig. (2-tailed)	.094	.113	.000	.030	.000	.000	.016	.016	.002	.000	.094		.767	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item13	Pearson Correlation	-.302	.600 ^{**}	-.056	-.218	.000	-.027	.082	.600 ^{**}	-.218	.000	-.302	-.056	1	.152
	Sig. (2-tailed)	.105	.000	.767	.247	1.000	.885	.667	.000	.247	1.000	.105	.767		.424
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Skortot	Pearson Correlation	.603**	.118	.729**	.658**	.790**	.734**	.683**	-.031	.695**	.790**	.603**	.729**	.152	1
	Sig. (2-tailed)	.000	.535	.000	.000	.000	.000	.000	.871	.000	.000	.000	.000	.424	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

THE RESULT OF RELIABILITY TEST OF THE PRE-TEST 2

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.914	10

Item Statistics

	Mean	Std. Deviation	N
item1	5.67	5.040	30
item3	6.33	4.901	30
item4	5.33	5.074	30
item6	5.67	5.040	30
item7	4.67	5.074	30
item9	5.33	5.074	30
item10	5.00	5.085	30
item12	6.33	4.901	30
item5	5.00	5.085	30
item11	5.67	5.040	30

APPENDIX I

PHOTOGRAPHS



The researcher is explaining to the students.



The students are making the wall charts in a big group.



The students are making the wall charts in a small group.



The researcher is guiding the students.



The students is presenting the wall charts.



The students is putting up the wall charts on the wall.



The Wall Charts from Cycle 1



The Wall Charts from Cycle 1 and Cycle 2

APPENDIX J

LETTERS



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
 Telepon (0274) 868800, Faksimilie (0274) 868800
 Website: www.bappeda.slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 4323 / 2015

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
 Dan Izin Praktik Kerja Lapangan.
 Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
 Nomor : 070/Kesbang/4227/2015
 Hal : Rekomendasi Penelitian

Tanggal : 28 Desember 2015

MENGIZINKAN :

Kepada :
 Nama : SARAH MAR'ATUL AZIZAH
 No.Mhs/NIM/NIP/NIK : 11202241029
 Program/Tingkat : S1
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
 Alamat instansi/Perguruan Tinggi : Jl. Colombo Sleman Yogyakarta
 Alamat Rumah : Plosokuning III Minomartani Ngaglik Sleman
 No. Telp / HP : 085643128265
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**THU USE OF NURSERY RHYMES TO IMPROVE STUDENTS'
 VOCABULARY MASTERY AT GRADE IV STUDENTS OF SD N
 GAMBIANOM IN THE ACADEMIC YEAR OF 2015/2016**

Lokasi : SD N Gambiranom Depok Sleman
 Waktu : Selama 3 Bulan mulai tanggal 28 Desember 2015 s/d 28 Maret 2016

Dengan ketentuan sebagai berikut :

1. Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 28 Desember 2015

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Statistik, Penelitian, dan Perencanaan

ERNY MARYATUN, S.IP, MT
 Pembina, IV/a
 NIP 19720411 199603 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial & Pemerintahan Bappeda Kab. Sleman
4. Camat Depok
5. Kepala UPT Pelayanan Pendidikan Kec. Depok
6. Ka. SD N Gambiranom Depok Sleman
7. Dekan FBS-UNY
8. Yang Bersangkutan